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ABSTRACT

Intended to aid the secondary school teacher in recommending appropriate works to students, this annotated bibliography by and about black Americans, North American Indians, Mexican Americans, and Asian Americans gives detailed information and evaluations on themes, literary quality, and intellectual and emotional levels of materials. The bibliography, based on the standards of the booklist "We Build Together," is organized according to literary types--novels, short stories, poetry, drama, folk tales and legends, biographies, autobiographies, essays, letters, speeches, and anthologies--with every selection intended to foster the development of better self-concepts for minority group students and to contribute to a greater understanding for majority culture students. Availability of paperback editions is noted. A separate bibliography for teachers and suggestions for thematic units are included. (MF)

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PORTRAITS

The Literature of Minorities

An Annotated Bibliography
of Literature by and about
Four Ethnic Groups
in the United States
For Grades 7-12

This publication approved on May 18, 1970 by
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LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS OFFICE

June 1970
LACO No. 121

FOREWORD

This bibliography is a handbook for secondary school teachers. It grew out of a need expressed by many teachers and administrators in Los Angeles County for help in identifying literature by and about minorities for junior and senior high school students. These teachers and administrators believe that works of literature which students read in English classes should "portray the role and contributions of the American Negro and members of other ethnic groups in the total development of the United States and of the State of California" (Education Code, State of California, Division 8, Section 10013). This bibliography focuses on literature by and about black Americans, Mexican Americans, North American Indians, and Asian Americans. Only black Americans are well represented. Not enough literature by and about the other three minorities has been available to the committee. The search needs to continue.

The committee that produced the bibliography was composed of teachers, librarians, and curriculum leaders. The committee members represented ten school districts in Los Angeles County whose administrators provided support, encouragement, and time for them to work on the project. Committee members gave generously of their own time to read the hundreds of titles which were reviewed.

Each member of the committee, which worked over a two-year period, 1968-70, was invited to participate because he was known to be an outstanding teacher of literature and sensitive to the reading interests of adolescents. Their interest, enthusiasm, and energy have made this publication possible and to them we extend sincere thanks.

Some committee members served for two years, others for only one year. The term of service is indicated following the committee member's name.

Miss Anna Schwartz, 1968-70
Elementary Supervisor
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Mrs. June Broming, 1969-70
Librarian
Bellflower High School
Bellflower Unified School District

Mrs. Grace Dunkley, 1968-69
Coordinator of Curriculum Materials
Bellflower Unified School District

Mrs. Maria Olson, 1968-69
Dean of Girls
El Rancho High School
El Rancho Unified School District

Mr. Joe Steele, 1969-70
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Monroe Junior High School
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Mrs. Terry Kripps, 1968-69
Teacher
La Puente High School
La Puente Union High School District

Mr. Bruce Dunbridge, 1968-69
Teacher
Rowland High School
La Puente Union High School District

Mr. George Schaffer, 1969-70
Librarian
La Puente High School
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Mr. William Rosch, 1968-70
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Miss Lois Miller, 1968-70
Librarian
Montebello Unified School District

Mr. Earl Edmondson, 1968-69
Principal
Grayland Avenue School
Norwalk-La Mirada Unified School District

Mrs. Jean Pointer, 1969-70
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Norwalk-La Mirada Unified School District

Mrs. Geraldine Wadhams, 1968-70
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Mira Costa High School
South Bay Union High School District

Mrs. Dorothea Chandler, 1969-70
Curriculum Coordinator
Torrance Unified School District

Mr. Herbert Cartwright, 1968-69
Curriculum Coordinator
Whittier High School
Whittier Union High School District

Dr. Paul Schumann, 1968-70
Director of Student Teaching
Loyola University

In publishing this handbook the Los Angeles County Board of Education is providing a service to the teachers of the County and to the members of the project committee. Decisions to include or exclude any particular authors were made by committee members and were intended to identify a representative group of authors who have written in the field of literature for minorities.

The entire project was coordinated by Mrs. Joanne Dale, Consultant in the Division of Curriculum and Instructional Services, and Miss Jean Alexander, Librarian, Professional Reference Center and Regional Curriculum Depository, Los Angeles County Superintendent of Schools Office. Mrs. Dale activated the committee, served as continuing consultant, and supervised preparations of the final manuscript. Miss Marie B. Dickinson and Mrs. Jane Lee, Consultants in the Division of Curriculum and Instructional Services, and Mrs. Helen James, Administrator in Charge of ESEA Title III Supplementary Education Center for Planning and Development, served the committee in advisory capacities. The project was initiated in 1968 through the encouragement of Dr. Howardine G. Hoffman, then Assistant Superintendent, Educational Programs and Services, and Dr. Kenneth Farrer, then Director of the Division of Curriculum and Instructional Services. The work was completed under the general administrative direction of Dr. Grant E. Thayer, Director of the Division of Curriculum and Instructional Services, and Dr. E. Maylon Drake, Assistant Superintendent, Educational Programs and Services.

It is hoped that this publication will prove to be of significant value to the schools of Los Angeles County.

Richard M. Clowes
County Superintendent of Schools

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I N T R O D U C T I O N

PORTRAITS: THE LITERATURE OF MINORITIES is a bibliography developed to identify printed materials of literary quality by and about four ethnic groups in the United States for students in junior and senior high schools. It supplements a list entitled A BIBLIOGRAPHY TO EXTEND UNDERSTANDING OF MINORITY GROUPS IN THE UNITED STATES developed by the Book Evaluation Committee of the Office of the Los Angeles County Superintendent of Schools which reviews supplementary books fro grades K-8. Both lists would be useful to all teachers working with students in elementary and secondary schools.

This bibliography is a beginning step in a long and continuing process. One foreseeable end of that process will be the disappearance of the need for this list and others like it. At such a time our country will truly accept and value all the diverse strands in a culture where every racial, ethnic, and national group is in some way represented.

A decade ago few literary works by or about black Americans, North American Indians, Mexican Americans and Asian Americans were readily accessible. Those which appeared in literature anthologies and found their way into school libraries tended to be pallid and to represent less than the authentic voice or the literary power of these ethnic groups. During the sixties, civil rights movements, aggressive demands by America's neglected minorities, and historical research changed that picture.

It has become incumbent on schools to revise and update curricular offerings in ways which more accurately represent the contributions of all Americans. Teachers and administrators are faced with the problem of reading and evaluating a flood of printed materials submitted by publishers. These materials vary in quality and significance and many are unknown to teachers of English with graduate and undergraduate majors in English.

This bibliography attempts to give comparatively detailed information about some of these materials and to reflect the considered judgment of a committee of teachers, librarians, and curriculum consultants about the most appropriate use of these literary works. A great deal of contemporary literature contains explicit sex and language of the streets rather than that of the drawing room. Themes are adult; it becomes more important than ever before for the teacher to know not only the teen-age student's level of intellectual maturity but also his level of emotional and social maturity.

Very few titles are recommended as suitable for use with an entire class. Dr. Robert Carlsen, author of BOOKS AND THE TEEN-AGE READER, has suggested some useful categories for classifying books: books to be read by the entire class; books to be recommended to individual students; and books which the teacher reserves the right to discuss with students who choose to read them on their own. Books in the third category include some of the most controversial books which are available to students on commercial paperback racks. Perhaps the most helpful thing a sensitive teacher can do is help students make intelligent assessments of such books.

CONTENT AND ORGANIZATION

The titles annotated here are grouped under these headings: fiction--novels and short stories; poetry; drama; folk tales and legends; prose non-fiction--biographies and autobiographies, essays, letters, and speeches; and anthologies.

Some annotations are long and quite detailed. The committee agreed that brief reviews would not suffice. Many of these titles are recent and not known to teachers; many are controversial in nature; and there is a great range in the reading and maturity levels required of potential readers. Themes are identified and literary quality assessed. If language or situations are controversial and possible targets of criticism, these are pointed out.

The list provides information about publisher, copyright date, availability of paperback editions, and price. Other kinds of technical information may include names of the authors whose works are sampled in anthologies, names of individual selections in collections of short fiction and drama, the ethnic background of the author if it is known, and a listing of such features as glossaries, biographical notes, and discussions of literary periods or movements.

The committee makes specific suggestions for use of each title. These reflect their considered judgment based on extensive experience in guiding student reading in classroom and library. The stress throughout is on an individualized reading program in which a sensitive teacher assesses carefully the emotional, social and intellectual maturity of the student reader and guides his reading in harmony with this assessment.

THEMATIC UNITS

Most titles are recommended for use with individuals or groups of secondary school students whose interests and maturity levels are similar. This does not preclude that the class have experience in common. Thematic organization makes it possible for all students in a class to explore a common theme and to share the insights gained in their reading.

Appendix B contains the "Proposed Outline of Content for Reading Ladders for Human Relations." It is reproduced with the permission of the National Council of Teachers of English Reading Ladders for Human Relations Committee, which is preparing the fifth edition of this reading list. Teachers may find this helpful in organizing new thematic units and in fitting titles reviewed here into thematic units they are now teaching. For example, many books which portray the disruption suffered by families of ethnic minorities when they move from rural to urban areas bear comparison with such novels as Harriette Arnow's THE DOLLMAKER. The most effective thematic units are those which capitalize on a concern relevant to a particular class. Flexibility is of paramount importance. Most titles could relate to several themes. A book like Richard Wright's BLACK BOY, for example, relates to a number of themes--moving from country to city, growing up, encountering prejudice, man's inhumanity to man.

INDIVIDUALIZING LITERATURE PROGRAMS

The annotations attempt to suggest where and how specific titles might be used most appropriately. The nature and range of these books underscore the need for more extensive individualizing in the titles offered in the study of literature and for strategies which will lead to deeper and lasting appreciation of literature as the expression of man's essential humanity. When teachers know the literature available, they can adapt their choices to suit the student audiences in their classes. Some students will have only limited information about the prejudice and injustice which have been the experience of minorities in the United States. They may need to enlarge and deepen their knowledge of United States history before they can accept and appreciate the most starkly realistic and violent fictional accounts.

OBJECTIVES

The committee sought to identify literature which presents people who are members of minorities in the United States as human beings who share all the experiences of their common humanity as well as those which may in some ways be unique. Every title included contributes in some way to the development of better self concepts on the part of the minority person who belongs to the group portrayed in the literature and to greater understanding on the part of the reader who belongs to the majority culture. The committee believes that the vicarious experience of reading literature is more powerful than mere acquaintance with factual information such as might be offered in the social science disciplines.

CRITERIA

In establishing criteria to judge acceptability of books by and about members of minorities, the committee was guided by the standards which determined the selection of books included in the third revision of the excellent booklist WE BUILD TOGETHER. As Charlemae Rollins points out in her introduction, it is now possible to find a multitude of books of quality which present black people as human beings. It is possible to be selective and to include only those titles in which the language, illustrations, theme, and treatment of characters are acceptable and appropriate and the literary quality is high.

There is not yet such an abundance of literature portraying the other three minorities. Hence, the bibliography includes far more books by and about black people than about people of the other ethnic minorities. The committee hopes that many more books by and about Mexican Americans, North American Indians, and Asian Americans will appear and that the imbalance may be corrected in projected supplements to this list.

Because WE BUILD TOGETHER is comprehensive and of high quality, this list does not duplicate its contents. Instead the committee urges teachers in junior high schools to become thoroughly familiar with that document. In fact many titles in it are and can be enjoyed by reluctant readers in senior high school. Teachers should be aware that since the publication of WE BUILD TOGETHER the term <u>black</u> has come into prominence and favor to refer to the people whose lives and works are the subject of the bibliography. Black now reflects a positive image and is the term used in annotations in PORTRAITS.

Many titles now available have not been reviewed because time did not permit. The committee hopes to publish supplements in 1971 and at subsequent intervals.

Some titles have been omitted because they are clearly more suitable for junior college or university readers. Appendix A contains a list of books and references which will enrich the teacher's background.

This bibliography is organized according to literary types. Subsequent editions of this list may be organized on a thematic basis as was the pioneer document of this kind, READING LADDERS FOR HUMAN RELATIONS. The latter is undergoing revision by a committee of the National Council of Teachers of English. The chairman of the committee that assembled this bibliography is serving as consultant to the READING LADDERS committee.

The list which follows was designed as a resource for teachers. Most of the books annotated have not been evaluated before for secondary school use. This is not a comprehensive list nor is it a list of books recommended for reading by all students in secondary schools. It is rather one from which the teacher, after having assessed the individual student's reading interests and his level of maturity, suggests appropriate books for him to read. The teacher's role is crucial.

Young people are deeply concerned about the social issues which are the subject matter of many of the books in this list. Because many of them are available in paperback, students will discover some of these books by themselves. The detailed annotations should help teachers become informed about those books which they themselves may not yet have read. Every title contributes in some way to the objectives of improving the self concepts of minority students and developing greater understanding on the part of members of the majority culture. The more information the teacher has the better he is equipped to guide the student's reading to achieve these objectives.

The committee began its work convinced that students in our schools were being short-changed if in the educational process they did not discover the contributions of minorities to the body of American literature. As the committee members have enlarged their own horizons by wide reading, that conviction has been abundantly supported. They assert without equivocation that no ethnic group has a monopoly on literary creativity. Our nation is an amalgam of diverse cultures and the richer for that diversity. The committee urges teachers and students to explore this richness.

NOVELS

Armstrong, William H. SOUNDER. Illustrated by James Barkley. Harper, 1969. 116 pages. $3.95

The boy is the oldest child in a very poor sharecropper's family in the South. Sounder is the big hunting dog whose melodious voice when he trees a raccoon is heard for miles around. The boy's only pleasure is in going hunting with his father and Sounder. His father brings a ham to his hungry family. A day later the sheriff and his deputies come and take the father away in chains.

Sounder runs after the wagon and is shot. He goes off into the woods, only to return weeks later, mute and mutilated but at least alive. The boy and his mother work hard to keep the family alive, and during the summer the boy walks around the state trying to locate his father in a labor camp or chain gang. After his hands are smashed by a brutal guard, a teacher befriends him. This opens a new world of learning for the boy, though he still returns to work and takes care of his mother.

Then one hot summer day they watch a strange scarecrow figure come down the road. Sounder howls for the first time since his injury. It is the father, horribly disfigured and crippled from a dynamite blast, and therefore released from prison. The two cripples have a few months of limping around together. Then one night they go hunting and the father does not return. The boy finds him dead, sitting against a tree. The dog gives up then and crawls under the house to die. The boy has become a man. This moving, well-written story should interest junior high readers.

Baldwin, James. GO TELL IT ON THE MOUNTAIN. Dial, 1963. 303 pages. $4.95. Paper (Dell) $.60.

One day in the life of a fourteen year old Harlem boy serves as the vehicle by which three generations of people are explored. The novel is written as a series of flashbacks into the lives of several members of the fundamentalist church into which John, the protagonist, is being initiated. His initiation not into salvation but into life and the adult world serves as the theme of the compassionate and moving book. The language is earthy as are the situations, but both are completely appropriate. Baldwin's ear for the rhythms of his native Harlem seems most accurate. This difficult novel is appropriate only for individual or small group study by very mature, able readers in the upper years of senior high school.

Ball, John. THE COOL COTTONTAIL. Harper and Row, 1966. 208 pages. $5.95.

Virgil Tibbs, the detective who solves the mystery of the murder of a man whose body is found at Sun Valley Lodge, a nudist park, is a black member of the Pasadena, California police force. Tibbs encounters prejudice in his day-to-day investigation of the murder, and he meets people who are prejudiced against nudists. In every instance those who are prejudiced base their prejudice on little or no real knowledge of blacks or nudists. While the novel is not notable for its literary style, interest in the plot never lags. Relationships between races and between those who practice nudism and those who do not are handled with simple good taste. The thoughtful reader can scarcely avoid thinking about the illogicality and unfairness of prejudice. Appropriate for individual reading in high school.

Ball, John. IN THE HEAT OF THE NIGHT. New York: Harper, 1965. $3.50. Paper (Bantam) $.65.

A black Pasadena police detective finds himself involved in a South Carolina murder case. The racial situation in the small town southern locale is portrayed in detail. Suitable for individual reading in high school.

Barrett, William E. THE GLORY TENT. Doubleday, 1967. 72 pages. $2.95.

This is the simple straightforward story of Homer Smith, a young black soldier recently discharged from the army, and his involvement with a group conducting a revival in a small town in Missouri. Pressed into service as a substitute preacher, Homer finds himself credited with performing a miracle when a white girl suddenly walks away from her wheelchair.

This is a story of faith, the temptations used to influence an honest man to become a dishonest person, and of his strength to resist. It is told with humor and should appeal to high school students.

Barrett, William E. LILIES OF THE FIELD. Doubleday, 1962. 92 pages. $3.50. Paper $.75.

<u>Lilies of the Field</u> is one of those extraordinary literary pieces that provides an inspirational "lift" no matter how many times it is read. William Barrett has written a totally charming novelette involving compassion, an element too often lacking among human beings today.

Homer Smith, a black man, has decided to enjoy the freedom of the road in his station wagon. He comes across three German nuns who are attempting to build a church against overwhelming odds. Homer agrees to work for one day's board and wages. However, his concern for the nuns' plight, plus the challenge to prove that a black man can excel, cause him to remain until the monumental task is completed.

The story, told with great charm, is an excellent book to use in an introductory minority literature unit, particularly in a predominantly white school district where some apprehension might exist regarding community reception of a minority literature unit. It is recommended for junior and senior high school students.

Beyer, Audrey White. DARK VENTURE. Knopf, 1968. 205 pages. $4.50.

This book explores the moral horrors of the slave trade by focusing upon the reactions of a young African captured and sold into slavery and those of the young doctor who unwillingly becomes his master.

As the book opens, Demba, a twelve-year-old boy, is captured by men from another tribe and sold into slavery. Eventually the boy is marched to the coast amidst a coffle of slaves to be sold to American traders. Aboard ship he falls ill and is befriended by Adam Waite, the ship's doctor. Adam is appalled by life aboard the slaver and regrets his decision to serve on board in order to pay off a debt to his godfather.

At Barbados some of the slaves are sold, Demba among them. When he sees Demba on the block, Adam impulsively buys him at great personal sacrifice and returns with him to Bristol, Rhode Island. There he finds his action much misunderstood as he strives to establish his practice and provide for Demba. As he goes about his daily work, he begins to understand the responsibility each man has for others. Suitable for junior high.

Bonham, Frank. BURMA RIFLES. Crowell, $3.95. Paper (Berkeley Highland, 1960) $.50.

A young Nisei whose family is confined in a relocation camp during World War II volunteers for military service. The book depicts the loyalty, the danger, and the heroism of the protagonist and his fellow Nisei in the war waged by Merrill's Marauders. It is an adolescent novel of good quality and high interest.

Bonham, Frank. THE NITTY GRITTY. E. P. Dutton & Co., Inc., 1968. 156 pages. $3.95.

The story is about Charles Matthews, a black boy who lives in Dogtown, a predominantly black residential area of a large city. He gets excellent grades on his English compositions at school. His teacher, Mr. Toia, gives him much encouragement, but in spite of this, Charles's father thinks there's no future in education for a black boy. He thinks his son is better off working at the shoeshine parlor.

Charlie decides to take care of his troubles by leaving Dogtown with his Uncle Baron, who is a freewheeler full of fun, a great guy in the eyes of Charlie.

To earn money, Charlie and Uncle Baron clean off a vacant lot for the salvage rights. They trap ladybugs for the park service. Charlie even takes on a fight to make money, but the hopes for a big win do not work out and Uncle Baron takes off and leaves Charlie behind.

As a result, Charlie thinks through the situation and gets a clearer view of reality. He can see what it is like to be a dropout. After talking to Mr. Toia, Charlie feels better and thinks about continuing his education, writing a story on, "How We Caught the Ladybugs." This novel should appeal to seventh and eighth graders.

Bontemps, Arna. BLACK THUNDER. Beacon, 1936. 224 pages. $4.95. Paper $1.95.

<u>Black Thunder</u> is the story of an unsuccessful slave insurrection in Richmond, Virginia in 1800. Gabriel Prosser, the protagonist, is an illiterate slave, but a man who feels that it is his responsibility to lead his fellow slaves to freedom. Although the book was first published in 1936, it is as vibrant and meaningful as any book written today on the subject of man's inhumanity to man.

Mr. Bontemps, a black author, has created a deeply moving story with great artistic simplicity. His intense involvement with setting and characters marks this as a memorable literary work. It is an easy reading novel that mature high school students will have no difficulty understanding. The book would also be excellent for use in a social studies unit.

Borland, Hall. WHEN THE LEGENDS DIE. Paper (Bantam Pathfinder, 1963). $.60.

This is the realistic story of an Indian family that escapes into the wilds after the father kills a man. Their son, who grows to manhood there, later returns to civilization but rejects this life and returns to the forest life. This story of the conflict of cultures is written in a vivid, terse style and has literary quality. It can be read at the junior high level but is also worthy of an adult audience.

Breck, Vivian. THE TWO WORLDS OF NORIKO. Doubleday, 1966. $3.25

An American girl who is of Japanese descent discovers the heritage of her ancestors on a visit to Japan. When a Japanese man offers marriage, she is torn between two cultures. She finally rejects the offered marriage and chooses the American way of life, including marriage to her Nisei boy friend. The story, told from the girls point of view, should appeal to adolescent girls who like romance.

Brooks, Gwendolyn. MAUDE MARTHA. Harper and Row, 1953. Paper (Popular Library). 128 pages. $.60.

Gwendolyn Brooks, who is best known for her poetry, has written a novel which is sensitive and poetic in style. The story is a series of episodes in the life of a black girl. Maude Martha is not pretty like her sister, and she is concerned about being able to keep her handsome husband.

The fragmented style and the fact that there is little action limit the appeal of the book for young people. However, the characters are developed with great insight and there are occasional touches of humor.

Christensen, Gardell Dano. BUFFALO KILL. Illustrated by the author. Thomas Nelson and Sons, 1959. $3.10. 109 pages. Paper (Washington Square Press, 1968) $.50.

This is the story of a brave Indian youth whose initiation into manhood as the son of a chief requires him to risk his life to start a buffalo stampede which will make available to his tribe the meat and hides needed by his tribe for food, clothing and shelter. The narrative is brief and the style simple. The author is also the illustrator.

The foreword by the director of the Historical Society of Montana indicates that the story grew out of a project for the Historical Museum. Mr. Christensen made a diorama of the buffalo kill for the museum to portray the life of the Blackfeet Indians of Montana before the coming of the white man. Children in upper elementary grades can read the book, and it could be enjoyed by older readers who could finish it in a single sitting. The story builds to a climax of excitement which feeds the appetite for vicarious adventure.

Colman, Hila. A GIRL FROM PUERTO RICO. Morrow. $3.95. Paper (Dell) $.50.

To the outsider, is the United States the end of the rainbow as a place to live? The author treats this question sensitively through the eyes of a widow whose teen-aged daughter convinces her to move here where wealth and contentment are reputed to be bountiful. However, the family quickly feels the constraints of living in New York's ghettos and anguishes in the difficulties of finding employment and psychological acceptance among the larger Anglo community. Customs are vastly different, and living conditions are bitterly disappointing to the family. Simple fears such as how to handle telephone calls are well depicted. The ending is natural but not what most teenagers would expect.

Appropriate for average readers in grades seven through nine, this book, stronger than others by the same author, interests girls and helps them understand minority youth better.

Demby, William. BEETLECREEK. Paper (Avon Books-Hearst Corporation), 1950. 190 pages. $.95.

A black boy about thirteen years of age moves into town and makes the acquaintance of an eccentric old hermit. He sacrifices some of his integrity to be accepted by his age peers and later supports rumors which lead to the killing of his hermit friend.

The literary quality is high; the novel is a masterpiece in creating a mood. It is told from the point of view of the teenage protagonist. The book could be used as a novel for class study in the upper years of high school. There are some four letter words in the dialogue and two brief but explicit references to masturbation.

Edwards, Junius. IF WE MUST DIE. Doubleday, 1963. 135 pages.

This absorbing, yet appalling, story tells of a twenty-one year old black Korean war veteran's attempts to register to vote in a Southern town. He is prevented from registering though obviously qualified while semi-literate whites register. The young man loses his job because of the attempted registration, is prevented from getting a job elsewhere in the town, and the same night is attacked by three bigoted whites.

Rather than kill him, they beat him brutally with the further intent of castrating him as a lesson to other black people in the area. The leader, who doesn't want to perform the castration himself, orders a mentally retarded youth to do it. The three men back off, and the black youth resolves to get out of the South.

The proposed castration is handled effectively without sensationalism. The impact of this brief novel is powerful. Mature high school boys can, through reading this novel, gain an understanding of this aspect of the black man's experience in the South.

Ellison, Ralph. INVISIBLE MAN. Random, 1947. $5.95. 503 pages. Paper (Signet) $1.25.

Invisible Man is one of the great American novels. Throughout the story the protagonist, a black man, gropes for meaning, for a way of becoming visible. All the symbols of aggression are encompassed in the work and appear and reappear as in a nightmare. Attempts to escape into the middle class and later into Communism prove equally hopeless. The novel is probably more suitable for an adult audience. The language is occasionally earthy, and there is a castration dream at the end.

To fully appreciate the art of this novel requires the ability to deal with symbolism and myth. It deserves careful study and would be appropriate only for very able, mature high school students who have a rich background in American and world literature. Because it is available in paperback some students will undoubtedly find and read this long and challenging novel.

Fair, Ronald L. HOG BUTCHER. Harcourt, Brace and World, 1966. 180 pages. $4.50.

A black and a white policeman kill an eighteen-year-old high school basketball star by mistake and bring on themselves the wrath of the ghetto neighborhood. Their injuries are so severe that they are hospitalized where, with time, each begins to question whether they had killed the wrong man in their burglary chase. Two ten-year-old boys are the key witnesses at the Chicago coroner's inquest. The apparent chicanery of the city's political machine is revealed.

Vignettes of all characters in this novel are amazingly well-rounded, particularly those of the police and of the young boys. The white policeman's view of the ghetto is poignant when he returns to the ghetto in street clothes and sees black people through a different set of eyes.

Some readers may feel the author is unduly biased in favor of black people and critical of police. The shortness and the theme of this absorbing story make it appeal to many high school youths for individual reading.

Fair, Ronald L. MANY THOUSAND GONE, AN AMERICAN FABLE. Harcourt, 1965. 114 pages. $3.95.

The author depicts a tiny imaginary county in Mississippi in which black people have been held in slavery despite the Civil War and the Emancipation Proclamation. The owner, Mr. Samuel Jacobs, Jr., rules as despotically as any tyrant of antiquity and no black man save the preacher, selected by Mr. Jacobs, knows how to read or write. Those who try to escape are pursued and brought back to Jacobs County dead, to serve as a warning to others. Despite these dire consequences, Granny Jacobs, the heroine of the tale, who personifies humility and love, manages the escape of her great-grandson, Jesse. For twenty-five years they manage furtive communication through Preacher Harris. When Jesse sends word that he has written a book and that Ebony magazine will publish pictures of him and his family, Granny Jacobs determines to see the magazine. With the help of Preacher Harris, a subscription is entered in her name. This simple action leads to chaos and strife in the community. Finally those who have personified violence and destruction to the blacks are destroyed by the forces they have unleashed. Atrocities such as dismemberment, mutilation, and rape are graphically described. The novel is for individual reading by mature upper division high school students.

Fox, Paula. HOW MANY MILES TO BABYLON? David White, 1967. 117 pages. $3.95.

This chilling story of one child's despair and fear as he finds himself the victim of three teen-age hoodlums will elicit nods of recognition among many urban youngsters. The tale unfolds from the point of view of ten-year-old James Fox who escapes from school to daydream about his mother in a mental hospital. He is found playing in an abandoned house, taken captive, and forced to enter apartment houses and offer his services as a dog walker. The three boys take him and the dog to a boarded up fun-house on Coney Island where they have two other dogs which they are holding for ransom.

James fears for his life but when a policeman padlocks the outer door he finds a way of escape for the gang and its hostages. Eventually he manages his own escape, sets two dogs free, and returns the one he was responsible for. The ending seems somewhat anticlimatic for as he arrives home in the early morning he finds his mother released from the mental hospital. This touch detracts from an otherwise tightly knit, suspenseful story for grades 5-8.

Hamilton, Virginia. ZEELY. Macmillan, 1967. 122 pages. $4.95.

This beautifully written quiet story by a talented young black author focuses upon a theme of interest and value to all girls -- that of growing up. The time span is one summer in the life of Elizabeth (better known as Geeder) when she and her young brother are sent from the city for a long visit on their uncle's farm. There she sees and worships from afar, Zeely Tayber, a queenly young neighbor woman who strongly resembles the picture of a Watusi queen which Geeder has cut from a magazine.

Although the story is built upon the dreamlike relationship which exists in Geeder's imagination, she does not actually meet Zeely until the end of the book. At their meeting Zeely gently brings Geeder to acceptance of reality by sharing her own feelings and the dream world she had inhabited when Geeder's age. The full page black and white illustrations are in perfect harmony with the text. Junior high school girls should enjoy this easy reading.

Hunter, Kristin. THE SOUL BROTHERS AND SISTER LOU. Scribner, 1968. 248 pages. $3.95.

In this high interest novel dealing with the issues of black identity and militancy, Lauretta (Sister Lou) and Fess are members of a neighborhood club. Their reactions to the killing of an innocent black youth by a white policeman bring them into direct conflict. Lauretta's religious background and her non-violent ideals aid her in dissuading the militants from violence.

Success comes to Lauretta and Fess when they are asked to record the song they had written and sung at the slain boy's funeral. The novel is contemporary. Young readers, grades 7-9, will enjoy the easy-reading, fast-moving story.

Kelley, William Melvin. A DIFFERENT DRUMMER. Doubleday, 1962. 223 pages. Paper $1.25.

The story opens on the porch of Thomason's Grocery Company in an imaginary Southern state the day after Tucker Caliban, a black man, has salted the earth of his farm, killed his animals, burned his house and property, reduced to splinters a beautiful clock given to his great grandfather by that slave's owner, and led an exodus of every black man out of the state.

When Tucker leaves, he speaks to no one except eight-year-old Mister Leland, whose parents were trying to make him a "passable human being." When the child asks "But why'd you do all them evil crazy things?" Tucker answers, "You young, ain't you...and you ain't lost nothing, has you?"

The balance of the book takes the reader back over the lives of the black and white protagonists - the lives of Tucker and Bethrah, of the Willsons - Dymphna, Dewey, Camille, and David. It was Confederate General Dewey Willson, who brought Tucker Caliban's great-grandfather at a slave auction.

At the close the imaginary state is faced with the necessity of adjusting to life in a world without black people.

The book has real literary merit. It is suitable for class study by able students in the upper years of high school.

Krumgold, Joseph. AND NOW MIGUEL. Crowell, 1953. $4.50.

Twelve-year-old Miguel Chavez, who tells this story, is the middle son of a Spanish-American family whose sheep ranch is near Taos, New Mexico. He wants to be considered an adult and yearns for permission to go with his father and his uncles when they drive the herd to summer pasture because this is their way of recognizing that he is grown up. This novel is popular with junior high school students.

La Farge, Oliver. LAUGHING BOY. Houghton Mifflin, 1929, 1957. 302 pages. $5.95. Paper $1.95.

The conditions which exist on the Navajo reservations today have not changed appreciably since Mr. La Farge wrote his Pulitzer Prize Novel in 1929. Navajos on the reservations (about one fourth of the United States Indian reservation population) live under harsh economic conditions. Median income for an average family of six is about $1,700 per year. Nearly half of the labor force is unemployed and only 25% of the unemployed are considered employable because they lack education.

Under such conditions Mr. La Farge has set his story. Laughing Boy of nearly forty years ago could be a Navajo youth of today. It is much more than just a story of a young Indian couple attempting to escape the trap devised by the white man and his institutions. It is the tragic story of a race struggling to maintain the integrity of its culture.

Laughing Boy's marriage goes awry when he discovers his wife is a prostitute among white men. The return of a jealous former lover of the girl precipitates the climax. The problem of alcohol, part of the total picture, is presented fairly and honestly. Experienced and college bound eleventh and twelfth graders should enjoy this sensitive novel of Navajo life. La Farge is an anthropologist. His descriptions of plains life and tribal customs which have withstood industrialization are excellent.

Lee, Harper. TO KILL A MOCKINGBIRD. Lippincott, 1960. 296 pages. $4.95. Available in paperback.

Atticus Finch is a lawyer who lives in a small town in Maycomb, Alabama. Many qualities mark Atticus as an unusual man. Unlike the stereotype of the typical small town Southern lawyer, he does not have a double moral standard racially. Atticus believes that justice should apply to all, regardless of race. When appointed defense counsel for Tom Robinson, a black man accused of the rape of a white girl, Atticus zealously defends him although he is well aware that his action will precipitate much criticism and abuse from the white community.

The story is deftly unfolded through the eyes of three captivating children. Jean Louise, who tells the story, and Jem, her brother, are the irrepressible children of Atticus. Dill is their delightful little friend who spends summer vacations with his aunt, a neighbor of the Finches.

Harper Lee has artistically combined humor, compassion and sensitivity into a beautifully written novel involving tragic circumstances. The reading level is ninth to tenth grade, but the appeal and popularity of the book is such that it should be unlimited for high school.

Lipsyte, Robert. THE CONTENDER. Harper and Row, 1967. 135 pages. $3.95. Paper (Bantam) $.75.

This novel deals with the problem of growing up black in a drug-ridden section of Harlem and focuses on one boy's desire to overcome this environment. Alfred, age eighteen, decides a career in boxing may be the way to do this. His friend's involvement in robbery and dope interfere somewhat with his plans. Alfred ultimately discovers that he does not have the "killer instinct" needed for success in boxing. Through contacts with a sensitive manager and a black school teacher he begins to consider a career as a park recreation director instead.

The story has plenty of action and a sense of realism which should make it very popular with average readers in high school.

Mather, Melissa. ONE SUMMER IN-BETWEEN. Harper and Row, 1967. 220 pages. $5.95.

A project for all freshmen sociology students in a small, black, Southern university is to spend one summer in the North living and working with a carefully selected white family. The central figure, Harriet Brown, describes her naturally strange feelings when, for the first time in her life, a white bus driver gives her assistance and she eats with white people at a lunch counter in New York. Although she works on a Vermont farm with an exceptional white family, she is still suspicious of the motives of white people. The story makes clear that having a chip on one's shoulder has little to do with skin color. The novel's ending will appeal to the average junior or senior girl in high school.

McCullers, Carson. THE HEART IS A LONELY HUNTER. Houghton Mifflin, 1940. 365 pages. $4.95.

The story takes place in a Southern town where John Singer, a deaf mute who has lost his only friend, becomes the recipient of the confidences of many residents of the town -- the proprietor of a lunch counter, an adolescent girl, a black doctor -- all of them seeking answers to universal questions. When events reveal existing racial discrimination, then individual grief merges into a communal rage against injustice and a poignant acknowledgment of universal brotherhood.

Means, Florence Crannell. OUR CUP IS BROKEN. Houghton Mifflin, 1969. 229 pages. $3.95.

Sara, a Hopi Indian, goes to live with a white family for nine years after the death of her parents. After an unhappy love affair with a white boy, she returns to the reservation in the hope that she can leave behind the white man's ways and adopt the life of her ancestors. However, she is unable to accept the Indians' ancient religion and ways of living, and the Hopi cannot accept what in her seem eccentricities. A Hopi boy rapes her and she bears an illegitimate daughter who is born blind. Ultimately she marries but her life, while not without hope, is fraught with the tragedy of being caught between two cultures. The story is dramatic and fast-moving, and almost every page adds additional insights into the culture of the Hopi Indians. The book is best suited to mature high school students.

Momaday, Scott N. HOUSE MADE OF DAWN. Harper and Row, 1968. 212 pages. $4.95. Paper (Signet) $.95.

This hauntingly beautiful Pulitzer Prize winner of 1969 tells of an Indian's struggle to find himself following his army experiences during World War II. Abel, the protagonist, kills a white man under questionable circumstances following a drunken interchange. Subsequently Abel is relocated in Los Angeles by the American government, but still faces the problem of coming to grips with the larger society. After losing various jobs and becoming an alcoholic, he returns to the reservation and nurses his grandfather until his death. Abel's sexual encounters with various women make the story one to be read by mature readers only.

Momaday is a Kiowa Indian; this is his first novel. His descriptions of the natural setting - the deserts and plains of Arizona - are brilliant and poetic. The move to urban areas must be and is a devastating experience for the Indian who has grown up in a setting of such stark natural grandeur.

Murphy, Barbara Beasley. HOME FREE. Delacorte, 1970. 83 pages. $3.95.

Rumson spent most of his time with Jesse, a black boy his own age, when he visited his grandmother in North Carolina each summer. He found it hard to understand why his Southern relatives regarded Jesse as a different and lesser kind of human being because of his blackness. When he and Jesse helped an old black man in serious trouble, they experienced firsthand the cruel hostility of the white people.

Rumson wanted Jesse to come North to live with him but Jesse chose to stay in the South and face the problems of black people there. Sometimes the writing seems difficult, too sophisticated for the young audience which print, pictures and book size would indicate as the target. However, the book is honest, the story line strong, the excitement high, and the characters believable.

The story portrays adult blacks as not trusting white adults; the adult blacks in Talville are sure that as soon as Rumson grows up - "He'll tell you the same old nice things to your face, smile as much as he can, but he won't trade a dead cat for you if there comes the chance." Young readers can learn much about prejudice in the process of enjoying the story.

Neufeld, John. EDGAR ALLAN. S. G. Phillips, 1968. 95 pages. Paper (Signet) $ .65.

The story is told from the point of view of twelve-year-old Michael, whose family adopts Edgar Allan, a black baby. The father, a minister in a small California town, has told the adoption agency that the family wants "someone who might need help more than other children." Michael and the two younger children accept Edgar Allan, but the oldest girl, fourteen, cannot--nor can the congregation their father serves.

Michael sees the prospect of giving up the child as a betrayal of all his parents have taught him. When criticism turns to persecution, Edgar Allan is returned to the agency. Michael finds it difficult to forgive his father for this. Unhappily he accepts the fact that society is not ready to practice the love it preaches and that even a good man may not be strong enough to resist the pressure of society. The story is rich in revelation of what it means to be a member of a family. It has appeal for readers of all ages.

O'Dell, Scott. ISLAND OF THE BLUE DOLPHINS. Houghton, 1960. $3.50.

For eighteen years an Indian girl must live alone on a bleak, harsh island off the coast of California. With unbelievable courage and fortitude she forages for food, makes animals her companions, and relies on herself alone during the years she is growing up. When she is finally rescued and taken to the mainland, she is a woman. Young adolescents in junior high school can compare the problems they face in growing up with the overwhelming ones this remarkable young girl faced completely alone in order to survive.

Parks, Gordon. THE LEARNING TREE. Harper and Row, 1963. Paper (Crest). 303 pages. $.75.

Cherokee Flats is Newt Wingers' learning tree. In his mother's words, it is "sorta like a fruit tree." The story tells what happens to a black family and a black child in a border state in the 1920's. Newt learns that blacks have certain rights if they will fight for them but he also learns that there is a color line he cannot pass. The parents, each one admirable, strong, and supportive in his own fashion, help Newt make the climb out of childhood.

The story is engrossing from beginning to end, and the writing is sensitive and beautiful. Newt's first sexual experience is told simply and with artistic candor, and the few four letter words are natural and unobtrusive in the context where they appear. The black author, famous for his photographic documentaries, is a staff photographer for Life magazine. He writes about places and events he must have known during his childhood and adolescence. Parks was born in Kansas and migrated to St. Paul, Minnesota, in his late teens.

Suitable for individualized reading or class study of novel in grades 9-12.

Richter, Conrad. A COUNTRY OF STRANGERS. Knopf, 1966. 169 pages. $3.95.

Stone Girl, so named by the Indians who captured her from the home of her father, a prominent assemblyman in Colonial Pennsylvania, had been adopted into an Indian family as a child and married, while very young, to an Indian. When, after a long, long journey from tribe to tribe, she and her Indian son returned to Pennsylvania, her father and sister rejected them. This is another story about the search for identity. Stone Girl has lost both Indian and white family roots. The title of the story is taken from the lament of another sojourner, an old man she had heard in the village of her Indian parents when she had become a wife.

The reading of this novel, as well as Light in the Forest, also by Richter, should help students appreciate the stoic strength and endurance developed by life in an Indian family and recognize the intolerance of white people who see Indians only as cruel and barbaric. Suitable in grades 7-12.

Richter, Conrad. A LIGHT IN THE FOREST. Knopf, 1953. $3.95. Paper (Pathfinder Bantam) $ .60.

This story suspensefully narrates a teenage boy's dilemma of determining which culture he should adopt to grow up in, that of the white man or that of an American Indian. The novel's major strength is that the problem remains true-to-life and unresolved at the end. Its impact on today's youth is powerful despite its setting in colonial times. The theme of role identification is particularly relevant to the current generation.

The plot focuses on a white boy who has been reared as an Indian but, by treaty agreement, must return to his white parents. His moment of decision is choosing the culture in which he will live.

Junior high school students of average reading ability can read this story independently. It has powerful appeal for them.

Rose, Karen. A SINGLE TRAIL. Follett, 1969. 158 pages. $3.50.

Ricky has just moved to Los Angeles to a racially-divided neighborhood and an integrated high school. Morale is low in school, and antagonism between blacks and whites is high. Ricky has a number of encounters with Earl, a tough black student. Finally an understanding teacher brings order and purpose into the classroom. When a school gang tampers with her car, she has a serious accident. During her hospital stay she tutors the two boys in reading. One night a rival gang attacks them. They unite for the first time after beating the others. The theme of this novel for young adolescents is overcoming prejudice.

Sandoz, Mari. CHEYENNE AUTUMN. Hastings, 1953. 282 pages. $6.50. Paper (Avon) $1.25.

Cheyenne Autumn is the story of the incredible achievement of Little Wolf, Chief of his tribe, and his followers, who left their reservation in what is now Texas and traveled to Montana in the face of tremendous odds. Using wit and skill, and calling upon their great endurance, one hundred and fourteen of the original two hundred and eighty-four reach the North. Mari Sandoz characterizes Little Wolf and his followers as proud and courageous people, yet the reader sees the weaknesses as well as the strengths of these stubborn Cheyennes. The story needs little embellishment since the Cheyenne trip was completed in spite of pursuit and attack by the United States Army, Indian fighters, and marauding cowboys.

Sherburne, Zoa. EVENING STAR. Morrow & Co., 1960. 210 pages. $3.95.

A teen-age girl is the heroine in this easy-reading novel for average readers in grades 8 or 9. She and her family run a summer hotel on a Puget Sound island which is theirs by inheritance. The summer of her sixteenth birthday she has her first serious love affair. The boy sees some sham in her family's emphasis on Indian traditions. That he does see through this disconcerts her, but he eventually makes it clear that she has reason to be proud of her heritage. Broken Arrow, a teen-age boy friend, resents her drift away from Indian customs. He hopes they will marry to preserve the Indian ties. She apparently doesn't envision such a marriage for herself. Many events seem contrived, but the story is fast-moving and appeals to young adolescent girls.

Solberg, Gunard. SHELIA. Houghton Mifflin, 1969. 243 pages. $4.95.

This is the love story of Wayne Divine, a confused and troubled young white student, and Shelia Smith, a beautiful black girl. He cannot completely submerge those voices of his white past which forbid him to cross the color line. She cannot accept the middle class values of her doctor father, who does everything in his power to deny his origins in the rural South. The two flee to Chicago underground bars, experience a brush with the police, and in their runaway attempt have a violent encounter on a lonely highway. Yet for all they have shared, they are strangers.

The author, a California high school teacher of English, has captured perfectly the language, concerns and frustrations of the young in a novel that begs to be filmed. Robert Kirsch, in reviewing it for the Los Angeles Times, stated the theme well: "The brain may choose what is right, but the psyche, haunted by the past, does not surrender its inertial power easily." Theme, language, and situation make the book most suitable for very mature readers in the upper years of high school. A filmed version of the novel is in production. If it is issued in paperback, it is destined to have many readers. It is the kind of thought-provoking book teachers should be prepared to discuss with students who choose to read it.

Street, James. GOOD-BYE, MY LADY. Lippincott, 1941. 222 pages. $5.95.

In this beautiful story about a boy, his uncle and a dog Skeeter, a fourteen-year-old Caucasian boy, finds a mysterious creature in the swamp that turns out to be a Basenji, a rare African breed of dog. The Watsons, a neighboring black family, do not fit the usual stereotype of Southern blacks, and enjoy an unusual position in this community.

Although the events are commonplace, the author has woven a story that is tensely exciting and steeped in atmosphere. Junior high readers will enjoy this well-written, sensitive story about a young boy's maturing.

Taylor, Theodore. THE CAY. Doubleday, 1969. 137 pages. $3.50.

Knocked unconscious when the ship on which he is traveling is torpedoed during World War II, eleven-year-old Phillip awakens to find himself adrift on a raft with an aged West Indian deckhand and cat. Their adventures and relationship gain deeper significance after Phillip, the narrator, becomes blind from his injuries. He soon realizes that racial consciousness is a product of sight and he develops a love for his illiterate but wise black companion, who teaches him to be self-sufficient.

The idea of the brotherhood of man permeates this memorable book though it is never discussed. Young adolescents will enjoy this adventure story.

Vasquez, Richard. CHICANO. Doubleday, 1970. 376 pages. $6.95.

This absorbing novel traces a family named Sandoval through several generations. The story begins in a Mexico torn by revolution. Hector Sandoval dreams of a better life, and when his young son deserts from the Mexican army, the elder Sandoval flees with his family to "los Estados Unidos." They begin as itinerant farm workers. The son, Neftali, ultimately settles in Irwindale and establishes a family.

Most of the novel is his story and that of his children. They face the prejudice, discrimination, and problems with law enforcement agencies.

A beautiful light-skinned granddaughter, Mariana, is the tragic figure, for the white sociology student to whom she gives herself is really both selfish and prejudiced.

The language and treatment of sexual incidents are frank, and it is an adult book. It is highly readable and will be much in demand if it becomes available in paperback. The book is significant for its portrayal of those aspects of life in this country which Chicanos insist must be changed. The author is a newspaperman, a publicist, a screenwriter, and a leading contributor to LA RAZA, the "brown power" underground paper. The novel is appropriate for individualized reading by mature high school students.

Walker, Margaret. JUBILEE. Houghton, Mifflin, 1966. 416 pages. $6.95. Paper (Bantam), 1967. $ .95.

This powerful narrative of the Civil War shows clearly that both black and white suffered and lost much during the war and reconstruction. The central character is Vyry, daughter of a plantation owner and his favorite black mistress, a slave. This remarkable woman, who endured unbelievable physical mistreatment as a slave and cruel harassment of herself and her family by the Ku Klux Klan could still say, "God knows I ain't got no hate in my heart for nobody." Vyry was the maternal great grandmother of the author. Mrs. Walker began planning the novel while an undergraduate English major at Northwestern. She completed it in the Creative Writers Workshop at the University of Iowa. It is a Houghton Mifflin Literary Fellowship Novel.

Jubilee should be available in every high school library. It illuminates the experience of black people during the Civil War and Reconstruction. This novel is very long, and for some students the shorter novel, Black Thunder by Arna Bontemps, may be more suitable.

Waters, Frank. THE MAN WHO KILLED THE DEER. Swallow Press, $5.00. Sage Books, Chicago, 1942, 310 pages. Paper $2.50.

"Life . . . is a simple thing when once accepted wholly." This point of view permeates Waters' sensitive novel of a Pueblo struggling to find himself while torn between the American and Indian ways of life. Martiniano was sent away as a child to a white man's school. When he returned, his parents were dead, and he no longer had models by which to live. He violated tribal customs by killing a deer out of season and nearly became addicted to peyote, the Indian counterpart of marijuana. His struggle to find meaning in life is the heart of the plot.

Written in the lyrical vein, this novel is most suitable for advanced readers in eleventh and twelfth grades. The literary quality is near that of the Pulitzer Prize-winning novels on Indian life, Laughing Boy and House Made of Dawn. The three should be required reading for any teacher of Indian youth and for any teacher of English. They have carefully-wrought plots, brilliant word choice, and breath-taking descriptions of scenery and setting.

Westheimer, David. MY SWEET CHARLIE. Doubleday, 1965. 225 pages. Signet $.75.

Marlene Chambers 17, is a model of Southern higotry. Forced to leave home when her father discovers she is pregnant, Marlene seeks sanctuary in a deserted summer home. This haven is soon invaded by Charles Roberts, an educated Northern black man who is fleeing the law after killing a man in a fight. Slowly their antagonism turns to mutual respect. The story may lack probability but the situations are handled well and the plot moves at a good pace. Lessons in race relationships emerge as the story develops. It is suitable for individual reading, and should appeal to girls of high school age.

Wibberly, Leonard. ISLAND OF THE ANGELS. Morrow and Company, 1965. 115 pages. $4.50.

In this fast-moving novel a fisherman, a recluse who lives near Ensenada, fights nature's elements to save a teen-ager from death by diptheria. Each discovers that he needs to be wanted and cared for. The author's style and insight into character are much better in this novel than in his previous ones.

Average readers in grades six to nine can understand the story's climax with a minimum of teacher guidance. The shortness of the book will appeal to reluctant readers. The novel reveals something about Mexican culture but far more about the universal need for acceptance by one's fellow man.

Wojciechowska, Maia. SHADOW OF A BULL. Atheneum, 1964. 125 pages. $3.50.

Manolo, the son of Spain's greatest matador, is a coward who does not want to follow in the footsteps of his father although the culture dictates that he is to do so. The boy fights his first bull at age eleven and, after doing well, renounces interest in continuing so that his good friend, Juan, can have the chance. Manolo resolves to become a doctor to take care of badly gored bullfighters, and other ill and injured human beings.

This warm, human story portrays the natural cowardice of a young boy who is trapped by circumstances into being what he does not want to be. It is easy to read, and is suitable for the high school boy who is a reluctant reader.

Wright, Richard. NATIVE SON. Harper & Row, 1940. $7.50. 360 pages. Paper (Perennial Classic), 1966, $.95.

This is one of the great American novels. The author is a black man whose works are an indispensable part of black literature. Bigger Thomas, the protagonist, is employed as a chauffeur by a wealthy white family. In fear and confusion he kills the daughter, tries to escape, is caught and tried for murder. The events in the story take on the aspects of a long nightmare over which Bigger has little if any control.

Wright's sensitive characterization makes Bigger a believable, tragic representative of the black man and his lot in white America. His environment has made him unable to relate to other humans except through murder. The theme of social injustice will appeal to mature, competent readers in high school. The experience of reading the novel and the realization of the inhuman price prejudice exacts can be almost traumatic. Therefore teachers should exercise caution in assigning the novel, which is appropriate only for emotionally mature readers.

Young, Bob and Jan. ACROSS THE TRACKS. Julian Messner, Inc., 1958. 192 pages. $3.50. Paper (Archway--Washington Square Press) 1969.

This teen-age novel concerns itself with the conflict between students of Mexican descent and "Anglos" at a high school in an Eastern suburb of Los Angeles.

Mexican-American students who have read this book have stated that it is a realistic account of how they feel and how they are treated in high school.

Since the hero of the book is a Mexican-American girl who makes good, the book would appeal primarily to girls. It is short and easy to read.

Young, Jefferson. A GOOD MAN. Bobbs Merrill, 1953. 239 pages. Paper $1.65.

Albert, a black tenant farmer in a Southern community, decides to paint his home white, thereby arousing the antagonism of most of the white men. During his quiet but determined attempts to carry out this project, he reveals matter-of-fact courage and manliness--even a non-melodramatic heroism. The house-painting becomes a symbol: to Albert it means self-respect and human dignity; to his antagonists it means blacks not knowing "their place."

As one small realistic incident follows another, the various characters come to life and the action builds up to a surprisingly exciting climax for so quiet a story. The ending is one of literal failure (He can't paint his house.) but of moral triumph (He determines to do so next year.).

The story is told from the viewpoint of Albert, the adult protagonist. The author is Caucasian. The book can be used either for class study or for individual reading. It is somewhat more suitable for senior high school than for junior high school. The style is excellent and the literary merit high.

SHORT STORIES

Baldwin, James. GOING TO MEET THE MAN. Dial Press. 220 pages. $4.95. Paper (Dell) 1966. $.75.

This first collection of short fiction by Baldwin includes short stories published originally in such magazines as Commentary, Partisan Review, Mademoiselle, and Atlantic Monthly from 1948 to the present. Three appear here for the first time. All are adult and most deal with black-white relationships --discrimination in housing and other areas, love between black and white, and lynching. The title story, the concluding one in the volume, expresses the almost unbelievable capacity of some white people to be inhuman where blacks are concerned. The father takes his young son to a lynching which culminates in castration. This is described in its gruesome detail, all of it seen by the young boy who has been hoisted to his father's shoulder so he will miss no part of this savage event.

Other stories are: "The Rockpile," "The Outing," "The Man Child," "Previous Condition," "Sonny's Blues;" "This Morning, This Evening, So Soon,"; and "Come Out of the Wilderness."

The book should be available in high school libraries and might be one of several titles available in an elective course on contemporary fiction for the upper years of high school. The content and style make it appropriate only for mature readers.

Brooks, Charlotte. THE OUTNUMBERED. Delacorte Press, 1969. $4.50. 158 pages. Paper (Dell) $.50.

This collection includes stories, essays, and poems about minority groups by Willa Cather, Stephen Vincent Benet, Don Byrne, Bernard Malamud, Henry Wadworth Longfellow, E. P. Maxwell, William Saroyan, Philip Freneau, Dorothy Johnson, Marian Anderson, John Steinbeck, James Baldwin, Richard Wright, and Langston Hughes. The Irish, Bohemians, Italians, Jews, Puerto Ricans, Indians, and black people are the subjects. The intent of the collection is to make persons who are members of groups once poor and persecuted aware of the fact that they are now blindly treating newer minorities in the same cruel way. Appropriate for senior high.

Clarke, John Henrik. AMERICAN NEGRO SHORT STORIES. Hill and Wang - American Century Series, 1966. $5.95. Paper $1.95.

Thirty-one black writers of fiction are represented in this short story collection edited by John Henrik Clarke, who traces the history of short fiction by black artists in a brief informative introduction. The collection is remarkable for its quality and range. Virtually every important black fiction writer except Ralph Ellison is represented. There are a number of stories quite suitable for the junior high years as well as many very adult stories suitable only for mature seniors.

Included are "The Lynching of Jube Benson" by Paul Lawrence Dunbar, "On Being Crazy" by W.E.B. DuBois, "The Goophered Grapevine" by Charles W. Chesnutt, "The City of Refuge" by Rudolph Fisher, "The Overcoat" by John P. Davis, "Truant" by Claude McKay, "A Summer of Tragedy" by Arna Bontemps, "The Gilded Six Bits" by Zora N. Hurston, "Bright and Morning Star" by Richard Wright, "The Boy Who Painted Christ Black" by Clarke, "One Friday Morning" by Langston Hughes, "So Peaceful in the Country" by Carl R. Offord, "And/Or" by Sterling Brown, "Fighter" by John Caswell Smith, "The Homecoming" by Frank Yerby, "How John Boscoe Outsung the Devil" by Arthur P. Davis, "Solo on the Drums" by Anne Petry, "See How They Run" by Mary E. Vroman, "Exodus" by James Baldwin, "God Bless America" by John O. Killens, "Train Whistle Guitar" by Albert Murray, "The Senegalese" by Hoyt W. Fuller, "A Matter of Time" by Frank L. Brown, "Cry For Me" by William M. Kelley, "Reena" by Paule Marshall, "The Convert" by Lerone Bennett, Jr., "The Winds of Change" by LeRoi Jones, "Sarah" by Martin J. Hamer, and "The Sky is Gray" by Ernest J. Gaines.

A brief paragraph of biography of each author is included at the end of the book.

This anthology is an essential part of any library collection of literature by black writers.

Hughes, Langston. THE BEST OF SIMPLE. New York: Hill and Wang; American Century Series, 1961. 245 pages. $3.95. Paper $1.65.

The Simple stories use humor to highlight the problems of white folks, colored folks, and just plain folks in America. Simple is from Virginia, a resident of Harlem who works hard and is untrained. In the stories a well-educated man, a writer, argues with and needles Simple. This character, who is like a straight man, could be Hughes himself. He introduces the approach of reason but Simple is always a man of feeling. Their exchanges are a comic delight. Some critics have compared Simple to the comic creations of Mark Twain and Sholem Aleichem.

This volume brings together the author's favorite stories from three books - Simple Speaks His Mind, Simple Takes a Wife, and Simple Stakes a Claim. The character Simple originated in a column Hughes wrote for the Chicago Defender. Each selection is brief and may be read by itself. The book is suitable for use at the senior high school level. Not all black students enjoy the comic artistry of Hughes in the Simple stories. Some may need to develop self esteem before they can contemplate black men in a role like Simple's.

Jones, Gene. WHERE THE WIND BLEW FREE. Norton, 1967. 195 pages. $4.95.

This is a collection of true stories of ten young men and women who lived in the early West, none as dashing as the traditional heroes of Western fiction but each brave in his way. Cynthia Ann Parker was captured after her family's massacre. She came to love the life of her Comanche captors and became the mother of the chief, Quannah Parker. Mary Fletcher Cook never stopped hating the Cheyennes; she suffered incredible hardships as their captive. In the strangest of these tales a young Mexican boy literally begged a Kiowa raiding party to take him from his impoverished village. He became Mo-Keen, famous Kiowa medicine man.

Woven into these individual experiences is the story of the Westward movement. Fine historical photographs from many sources illuminate the text. The author tells a story well. The fact that each chapter can be read independently is an advantage for reluctant readers at the secondary level.

Wright, Richard. UNCLE TOM'S CHILDREN. Harper and Row, 1936. $5.00. Paper (Harper Perennial Library), 1965, $.95.

Five short stories and an autobiographical essay make up this volume. The sketches in the essay are more fully developed in the author's Black Boy. The short stories show Southern blacks in post Civil War times living lives filled with bitterness, hatred, and violence as they struggle for survival. The great irony is that the black man freed by the Emancipation Proclamation is still enslaved by abject poverty and the unbelievably brutal prejudice of the white Southerners.

The book presents some of Wright's earliest writing and as such should be available in high school libraries for mature students who might wish to make a study of all his works.

POETRY

Adoff, Arnold, Editor. CITY IN ALL DIRECTIONS. Macmillan, 1969
128 pages. $5.95.

Eighty-one poems take the reader on a poet-guided tour of city life the world over. Most of the poets are American, but English, European, African, and Latin American writers are also represented. Black poets include Don Lee, Le Roi Jones, Gwendolyn Brooks, Langston Hughes, and many more. E. E. Cummings, Leonard Cohen, Rod McKuen, Yevtushenko, and ever so many others are here too. The vivid immediacy of language and image should appeal to inner city adolescents for whom the editor made this collection. Brief biographies of the poets and explanatory notes increase the book's usefulness and encourage further reading.

Adoff, Arnold, Editor. I AM THE DARKER BROTHER. Macmillan, 1968.
128 pages. $4.95. Also in paper.

This anthology was developed by a New York high school teacher. The poetry is outstanding for its quality and its relevance to problems of the present. The collection meets a dual need well expressed by the editor in the preface: "There is a need for Negroes to know of and experience through the eyes of other Negroes how it has been and how it is to be a Negro in America, and for whites to become familiar with this part of their American heritage through the vision of life as Negroes in this country see it."

The poetry is organized under thematic headings and includes works by thirty black poets. As Charlemae Rollins points out in the Foreword "some recent poems shock us with their outspoken language" but the personal and racial experiences which prompted these outcries are also shocking. Notes which provide historical and biographical background for some of the poems are arranged alphabetically according to the titles of the poems. These are followed by a paragraph length biography of each poet and two indices, one to authors and one to first lines.

Baron, Virginia Olsen, Editor. HERE I AM! An Anthology of Poems Written by Young People of Some of America's Minority Groups. Illustrated by Emily Arnold McCully. Dutton, 1969. 159 pages. $4.90.

Young people from Alaska, Utah, California, New Mexico, Oregon, Arizona, and New York wrote the more than 100 poems which tell what it is like to be Black, Puerto Rican, Mexican, Indian, Eskimo, Cuban, Japanese, and American at the same time. The youngest poet is six years of age and the oldest poets in their early twenties. All speak in a moving way about the human condition as felt and seen by one who belongs to a minority. Some are very angry indeed, some sad, and some happy. Dominant is the wish to be heard.

The book is dedicated to four who will never more be heard. They died on September 15, 1963, in Birmingham, Alabama, when the 16th Street Baptist Church was bombed. The dedication underlines the urgency of their message.

There are poems about nature, family, places, dreams, identity. The editor has arranged the poems in nine categories. Each is introduced with a black and white drawing by the young, talented illustrator, Emily Arnold McCully, who illustrated Meindert De Jong's Journey from Peppermint Street, which won the first National Book Award for Children's Literature.

Each selection is sincere and authentic. Many are truly poetic and in many instances the aptness, precision, and compression are truly remarkable. The final section, "But There Is Still Much Mystery," points up sharply the contrast between the way these young people see the world and the rosy optimism of Browning's "God's in heaven--all's right with the world."

The book should appeal to all ages, to those to whom it needs to be read aloud as well as those who can read. The reading of these poems might well lead to comparison with works by recognized writers on similar themes, and many students might be inspired to creative expression in various media.

Bontemps, Arna. AMERICAN NEGRO POETRY. Hill and Wang. $4.95. 197 pages. Paper $1.55.

This anthology presents in chronological order selections by fifty-six black poets. The first poems are by James Weldon Johnson and Paul Laurence Dunbar. The concluding ones are by living poets--Ted Joans, Le Roi Jones, Clarence Major, and Carl Wendell Hines, Jr.

All were selected by a black man who is himself a poet as well as a scholar. The collection speaks distinctly and movingly about the black experience in this country, but this is poetry not polemic. Arna Bontemps in the introduction provides a brief history of the poetry of black people in the United States.

Short biographical notes on each poet are provided at the end of the book. There is an index of titles; the table of contents lists the names of all poets anthologized in the order in which their works appear. The anthology is a comprehensive collection of poetry of high quality suitable for use in high school.

Hayden, Robert, Editor. KALEIDOSCOPE. Harcourt, Brace and World, 1967. 231 pages. $3.95. Also in paper.

Forty-two black American poets are represented in this anthology. The organization is chronological, making the book a useful supplement to anthologies of American literature organized in the same way. A brief biography of each poet precedes his poetry.

The editor, himself a black poet of considerable stature, seems to have chose poetry which in his own words "will illuminate human experience--not exclusively Negro experience." This collection is appropriate for use in senior high school.

Jordan, June. WHO LOOK AT ME. Crowell, 1969. 98 pages. $5.95.

The theme of this complex little book by a black poetess is the invisibility of the black human being in white America. June Jordan's poetry is arranged effectively beside twenty-seven American paintings of black men and women to render them visible in words and images which jar and haunt the reader.

The richer his background in the black man's history, past and contemporary, the greater the impact. It is a book for sophisticated, mature readers. The poetry is for the ear and should be read aloud.

Larrick, Nancy. ON CITY STREETS. Evans, 1968. 158 pages. $4.95.

This collection of poetry, selected with the help of inner city children, is valuable for the realistic picture, in both poems and photographs, of life in a big city. It should open up new vistas to children in suburbia as well as appeal to city children.

Some of the poets are well-known--Langston Hughes, Carl Sandburg, Robert Frost, Sarah Teasdale, Rachel Field, and many more.

DRAMA

Baldwin, James. THE AMEN CORNER. Dial, 1968. 93 pages. $4.50.

Because this play contains neither profanity nor explicit sex scenes it should be generally acceptable. The plot focuses on a storefront evangelical woman minister whose facade of perfection is destroyed when her parishioners learn of the harlotry of her youth. Her son, rebellious against his mother's strict religious upbringing, is startled to find that his father did not leave her, rather she left him. When his father reappears after many years' absence, he urges his son to be what he wants to be in spite of the mother's wish to have him become a minister.

Although the story is one of black people, the theme of "do your own thing" will appeal to all young people. The play can be read aloud with ease in a few class periods. This printing contains an excellent foreword by the author. The play is suitable for average readers in grades 11 and 12.

Davis, Ossie. PURLIE VICTORIOUS. Samuel French, Inc., 1961. 90 pages.

This fast-moving comedy presents serious insights into race relations and race prejudice, but does so in a light-hearted vein. Purlie Victorious is a flamboyant, boastful, lovable swindler, but he is sincere in his zeal to establish a church for blacks in his home town. Hilarious misadventures and amusingly exaggerated characters add to the entertainment without detracting from the importance of the truths illustrated by the action or stated in the dialogue. Purlie's dedication gives him considerable stature.

A few words will be objectionable in some communities but not in others. The author is black and a well-known actor. The play has considerable literary merit and is effective theater. It is suitable both for class study and for individual reading in senior high school.

Duberman, Martin B. IN WHITE AMERICA. Paper (Signet), 1964 $.60.

Except for introductory narratives, this is a play based entirely on documents, diaries, and speeches pertaining to the historical plight of black people in America. Its very sources give it both the ring of truth and the sense of injustice. Although Mr. Duberman is not a black man, his understanding of historical injustice is illustrated in his selections. They start with comments concerning desegregation of schools in 1964 and lead backward in time through the period of the slave trade (with an account of a ship's doctor on a slave vessel), the Civil War, Reconstruction, World Wars I and II, and finally the confrontation of a lone black girl in Arkansas in 1954. An appendix explains the source of all documents and reprints four in their entirety.

This engrossing dramatic presentation of the history of the black man in white America may be read by mature high school students as a class or as individuals.

Hansberry, Lorraine. A RAISIN IN THE SUN. Random, 1959 (1966). 130 pages. $4.50. Paper (Signet), $.60.

The playwright portrays believable modern urban blacks whose dreams have been long deferred. Walter, the son and husband must fight for his manhood against a mother to whom he is still a child, a wife who does not believe in him, a community where he is still called a boy, and black friends ready to hustle him out of his money.

The mother is a strong woman who has held the family together but now sees it disintegrating.

Her daughter wants to escape by taking up a career in medicine or marrying an African, and her daughter-in-law just wants to bring up her children in the right way.

Watching them struggle to realize their dreams is absorbing theater. The play is appropriate for class study in high school.

Hughes, Langston. FIVE PLAYS. Indiana University Press, 1963. 258 pages.

The five plays included are representative of the author's work from the 1920's through the sixties. Mulatto is set in the deep South of the thirties and is a good example of the type of sociological play popular in that decade. The characters are realistic and the moral issue clearly presented. In Soul Gone Home, the only one-act play in the collection, Hughes turns to fantasy and gives us a stinging conversation between a youth, recently dead, and his mother. The remaining three plays: Little Ham, Simply Heavenly, and Tambourines to Glory are urban folk plays. All are set in Harlem and in the author's words, "about problems which can only convincingly be reduced to a comic strip if presented cleanly, clearly, sharply, precisely and with humor." These plays are appropriate only for mature upper division high school students.

Sackler, Howard. THE GREAT WHITE HOPE. Dial, 1968. 239 pages. $4.95. Paper (Bantam).

The Great White Hope is a play based on the career of the first black boxing champion. It recounts his liason with a white woman, his flight from the country to avoid arrest, his eventual surrender and return--and his final defeat at the hands of the Great White Hope. Within this melodramatic structure Sackler generates a serious, thoughtful drama about a man who doubts the sincerity of everyone around him. This includes the white woman who seems to love him. These doubts eventually destroy both his private and professional life. The responsibility for this destruction is placed to some degree on the man, but to a far greater degree on the society that forces him to doubt.

The play is available in paperback and was a feature of the theater season in Los Angeles in 1969. The language and situation are those of much contemporary adult drama. Undoubtedly students who are interested in the subject of prejudice will find and read this play on their own.

FOLK TALES AND LEGENDS

Astrov, Margot, Editor. THE WINGED SERPENT, AN ANTHOLOGY OF AMERICAN INDIAN PROSE AND POETRY. John Day Co., 1946. 366 pages.

The contents of this volume are selected from ten culture areas of Indians of North and South America. The groups represented are: the Northern Woodlands, the Basin area and Great Plains; the Southeast; Deserts of the Southwest; California; Northwest; Far North; Mexico; Central America, and Peru. The poetry is selected from the ritualistic observances of Indian life, rain songs, war songs, songs of the departing spirit, formula to destroy life, and many others. The prose selections represent speeches, childhood recollections, and similar narratives. The editor has contributed an introduction, a chapter on the power of the word and one on the influence of Christianity upon the Indian cultures. The bibliography is extensive.

Some selections could be read to elementary school students. Some of the poetry is difficult to read because the style is spare; a few words carry a heavy freight of meaning.

Bierhorst, John. THE FIRE PLUME: LEGENDS OF THE AMERICAN INDIANS. The Dial Press, Inc., 1969. 90 pages. $3.95.

These tales from the Algonquin family of tribes - the Chippewa, Shawnee, Ottawa, and Menominee - were collected by Henry Schoolcraft (1793-1864), explorer and superintendent of Indian affairs in the area of Lakes Michigan and Superior. Many were passed on to him by literate frontiersmen. Schoolcraft did not simply translate; he interpreted. As the editor of this young readers' edition points out, "The result is a story form that is loosely knit, often poetic, highly romantic - and thoroughly American." The manner of telling captures the oral tradition. The tales of adventure and romance are illustrated with beautiful black and white drawings by Alan E. Cober. Secondary students could appreciate the style and symbolism in these beautifully rendered legends.

Dorson, Richard M. AMERICAN NEGRO FOLKTALES. Fawcett World, 1967 384 pages. Paper $.75.

This book draws on two previous publications by the same author for Harvard and Indiana University Presses. The author is an authority in the field, presently Professor of History and Folklore at Indiana University and Director of the Folklore Institute. This new edition includes references to works by other scholars which have appeared since Dorson published Negro Folktales in Michigan in 1956. The volume concludes with a bibliography of indexes, reference works and collections of folklore; an index of motifs; and an index of tale types.

The volume is a useful library reference. Multiple copies would make it possible to have students interpret individual tales dramatically or tell or read them aloud. Student projects might focus on comparisons between folk tales in different cultures; the "Lying Tales" instantly call to mind Pecos Bill and Paul Bunyan. Social studies classes might gain much insight into slave-master relationships in the Old Marster and John and the horror tales. There is much delightful humor, too, and the occasional vulgarity is not objectionable because it is fitting in the context of the tale and its telling. Able high school students could read the book independently; some of the tales might be read aloud to younger students.

Kroeber, Theodora. THE INLAND WHALE. Illustrated by Joseph Crivy. Indiana University Press, 1959. 205 pages. Paper (University of California Press) $1.50.

From a mass of stories told by Indian tribes of California, Theodora Kroeber has selected nine to retell. Her rendering of them is literature in the best sense of the word. The insistent repetitions and cluttering detail with which primitive people often fill their stories have been removed, but in the words of Oliver La Farge "the retelling is ethnologically honorable." The tales chosen are those which belong in the long universal stream of emergent literature. They emphasize the common nature of men and women.

One section at the end of the book analyzes some qualities of Indian stories as discovered by the author in the search for and selection of these nine stories. A second section analyzes and accounts for the sources of each story.

Tamony, Irene R. INDIAN TALES. Charles E. Merrill, 1968.

Fifteen Indian tribes are represented in this collection of eighteen tales. There are stories which account for the creation, the way thunder got lightning, the way night people stole the sun, and many more. There are also stories about punishment for greed, the outwitting of creatures with brawn by creatures who use their wits, and the like. One especially intriguing story is about the race between the turtle and the wolf. In this version the turtle deploys six other turtles all the same size as himself along the race course. The dust raised by the speeding wolf who is so sure of victory conveniently hides from his sight the successive entries of turtle's six friends who make it possible for turtle to be the winner. The book is easy to read and of potential interest to students of any age, grades 5-8.

Thompson, Stith. TALES OF THE NORTH AMERICAN INDIANS. Indiana University Press, 1929 (Midland Book Edition, 1966) 386 pages.

Ninety-six stories are divided into nine categories: mythological stories, mythical incidents, trickster tales, hero tales, journeys to the other world, animal wives and husbands, miscellaneous tales, tales borrowed from Europeans, and Bible stories.

This book is not suitable for use with English classes. It is a scholarly work and valuable as a reference for the teacher or the student who wishes to do research. The literary quality varies. Stories are presented very much as collected in the field but some story tellers strive for literary effect.

BIOGRAPHIES AND AUTOBIOGRAPHIES

Anderson, Marian. MY LORD, WHAT A MORNING. Viking, 1958. $5.00. Avalon Camelot Paperback, 1967.

The great Negro contralto tells the story of her life. Even this gracious, talented, courageous woman was not spared the hurts prejudiced behavior can inflict. The appeal of the book for adolescents may be limited because only serious music students will know the performers, composers, and compositions Miss Anderson mentions. However, the book should be available in every senior high school library.

Bernard, Jacqueline. JOURNEY TOWARD FREEDOM. The Story of Sojourner Truth. Norton. 264 pages. $5.50. Paper (Dell), 1967, $.60.

This is a biography of Sojourner Truth (1797-1883), born Isabelle Hardenbergh (Negro slave) in New York State thirty years before the local laws freed slaves. She began a new life at the age of forty-six with the new name of "Sojourner" because she was to travel up and down the land and "Truth" because she was going to deliver the truth to the people by singing and telling of the evils of slavery.

Her early life was one of great hardship and indignities. She was penniless and unable to read or write. But her fighting spirit, which could not be subdued, kept her on the move. She was an advocate of woman's rights and labor and prison reforms, and she gained a position among the great reformers of our country.

The author's style is quietly factual but approaches the lyrical at times. The total effect is inspiring. This biography can be read by students in grades 8-12 to supplement and enrich their understanding of American history.

Brown, Claude. MANCHILD IN THE PROMISED LAND. Macmillan, 1965. $6.95. Paper (New American Library - Signet), 1966. $.95.

The story of Claude Brown begins when he was shot for stealing sheets. His family had migrated from the South hoping to find freedom from white oppression and a better life. Instead they found unemployment, poverty, ugly and crowded ghettos, and Northern racism. There was a family breakdown and he took to the streets where the gang substituted for the family and he proved his manliness in combat. He spent time in Youth House, Wiltwyck, and Warick Reform School. After his release he moved to Greenwich Village to get a job and to attend night school. He returned to Harlem but not to the streets.

Brown now has a college degree. His triumph over insuperable odds should give hope to youths caught in the ghetto and should help members of more privileged classes understand that lifting oneself by one's own bootstraps requires superhuman efforts for the young trapped in ghettos. That Brown triumphed is a miracle.

Four-letter words, explicit sex, and drugs abound in the book but they are essential to the telling of Brown's story. The book would be appropriate for high school seniors.who know the ghetto scene because they live there and for some very mature readers in advantaged areas.

Brown, Jimmy. OFF MY CHEST. Doubleday, 1964. 219 pages, $5.50.

Jimmy Brown's performance in football is written in the record books. This is the story of his seven years as a top professional player beginning with a graphic description of his first year as a rookie. He tells with frankness of his relationship with other members of his team, his opponents and his coaches. He writes of his life as a young boy, his relationships with his family, and his experiences in school as they are reflected in his attitudes and behavior during these years. Comments are made on his observations of bigotry and his personal philosophy of life. Football enthusiasts will enjoy reading this book, especially high school boys at grades 10-12.

Cohen, Tom. THREE WHO DARED. Doubleday-Signal Books, 1969. 144 pages. $3.50.

Three young men--two white and one black--go south to participate in the Civil Rights Movement. Henry Aronson was to do two weeks' legal work for the Mississippi Summer Project but gave up his job and stayed. John O'Neal gave up his dream to become a New York playwright to bring the Free Southern Theater to black people. Eric Weinberger endured maltreatment and pain to organize Haywood Handicrafters League, a project to bring a poor black community dignity and a livelihood. The book is at once honest and dispassionate, no mean accomplishment in treating this subject. Students in all secondary grades should find this a highly readable, if not literary, book.

Davis, Sammy Jr. and Jane and Burt Boyar. YES, I CAN. Farrar, Straus and Giroux, 1965. 612 pages. $6.95. Paper (Pocket Book). $.95.

The familiar features of American discrimination superimposed upon a standard show business autobiography make this an interesting racial document. Sammy Davis' courage, talent, and ruthless determination to win are factors which helped him sustain the many blows to his ego. His intelligent account and assessment of these, as well as of the heartwarming instances of help he received on his way up, demonstrate certain points he feels are important not only about his life but about the business of living.

Drotning, Phillip T. and Wesley South. UP FROM THE GHETTO. Cowles Book Company, 1970. 207 pages. $5.95.

The authors present fourteen contemporary black men and women who have achieved success in a variety of fields. Their stories should be an inspiration to all young people. The subjects and their fields of endeavor are Ernie Banks, sports; James Brown, entertainment; Jesse Jackson, religion; Richard Hatcher, politics; Anna Langford, law; Shirley Chisholm, politics; Frederic Davison, military service; James Tilmon, aviation; M. Earl Grant, finance; Manford Byrd, education; Gwendolyn Brooks, literature; John Shepherd, business; John H. Johnson, publishing; and James Farmer, civil rights.

Gammond, Peter. DUKE ELLINGTON: HIS LIFE AND MUSIC. Ray Publishing Co., 1958.

This collection of essays by the men close to Ellington is divided into four parts: the man, the music, the musicians, and a record guide. Personal recollections by his cohorts give substance to the myths surrounding the foremost jazz musician of the present decade. There are many photographs and a list of records available in the United State as well as in London where this book was originally published. The book provides a fascinating background for increased enjoyment and appreciation of Ellington's music. It is suitable for mature readers in high school.

Gibson, Bob and Phil Pepe. FROM GHETTO TO GLORY. Prentice-Hall, 1968. 200 pages. $5.95. Paper (Popular Library) $.75.

Gibson, outstanding pitcher of the St. Louis Cardinals, tells the story of his progress from his birth in a fatherless home in a ghetto in Omaha to fame in the great American sport of baseball. In his own words he tells of the many instances of prejudice he has encountered and compares the riots by black people to the pitcher's brushback, a strategy intended to make the hitter think. Boys of all ages will enjoy his extensive descriptions and discussions of baseball plays and players in the language of the players. The importance Gibson attaches to education may convince some reluctant learners to study harder as well as to become more proficient in sports. Many junior high readers could read the book without difficulty.

Gregory, Dick. NIGGER. E. P. Dutton & Co., 1964. 224 pages. $5.95. Pocket Book $.75.

Perhaps the most useful place for a book like Nigger is in the hands of the middle-class white student. Because the book is short it should be acceptable to reluctant readers. It makes vivid the extreme privation endured by black people in the ghettos of our large urban centers. The book does contain four-letter words because these are a part of the daily speech of the characters in the story. Much of the interest of the book is Gregory's wit and humor.

Griffin, John Howard. BLACK LIKE ME. Houghton Mifflin, 1960. 176 pages. $3.95. Paper (Signet) $.75.

This short, powerful, and popular story describes the author's experiences in the South. Determined to understand the race problem, he darkened his skin and for nearly a month roamed the highways and cities of Mississippi, Alabama, and Georgia. He discovered the shocking wall of hostility between the races and the desperation and loneliness which the black man feels.

Hardwick, Richard. CHARLES RICHARD DREW, PIONEER IN BLOOD RESEARCH. Scribner, 1967. 140 pages. $3.63.

Charles Richard Drew, Pioneer in Blood Research is a sensitive and moving biography of a man who began his life in 1904 in a Washington, D.C., ghetto and struggled to become a world renowned physician. His research in the storage of blood and blood plasma was directly responsible for saving many lives on the battlefields of World War II.

Only 140 pages long, this book is, of course, a survey of Drew's life. It is aimed toward the junior high school audience, but any reader should find it interesting and informative, especially those leaning toward a career in medicine.

Herndon, James. THE WAY IT SPOZED TO BE. Simon and Schuster, 1968. 188 pages. $4.95. Also in paper.

The Way It Spozed to Be is the record of one teacher's year in a California junior high school with a student population ninety-eight per cent black. The teacher succeeds with a group of apparently incorrigible students by departing from traditional teaching procedures but fails from the standpoint of his superiors. Although several students learn to read, the administrators think the students do not behave properly. The teacher is dismissed. The struggle between innovator and establishment is portrayed with humor. There is some profanity in the language of the children of this ghetto school. The book is appropriate for individualized reading in senior high.

Hughes, Langston. THE BIG SEA. Hill and Wang-American Century Series, 1963. $4.50. Paper $1.95.

The Big Sea is the author's own story of his life from his birth in Kansas until he received the 1931 Harmon Award for Not Without Laughter. While Hughes does not fit the stereotype of the black man - his parents were educated and he spoke English perfectly - he suffered all the prejudices that black people experience in the United States.

Hughes tells us a great deal about Manhattan's black Renaissance of the 1920's and the writers and artists who flourished then. His own work, frequently quoted in the autobiography, shows his deep and sensitive humanity. His critics attacked him for presenting black people of the lower classes in his writings; they felt such characters reinforced stereotypes. Hughes seemed to like ordinary people and pointed out he "knew very few people anywhere who were wholly beautiful and wholly good." He had known an infinite variety of people as he served as seaman on a freighter, teacher in Mexico, busboy in Washington, cook and waiter in Paris.

Recommended for high school libraries and for selected students in high school courses in biography.

Hughes, Langston. I WONDER AS I WANDER. Hill and Wang. $5.95. Paperback, 1964, $2.45.

This, the second part of Hughes autobiography, is the story of his travels in the United States, Russia, Asia, and Loyalist Spain in its Civil War days. The quality that makes Hughes so remarkable is his humanity, maintained in spite of all the prejudice he encountered. Though he tends to look favorably on what he finds to be desirable changes made by the Soviets, he understands that "change is seldom enjoyed by the aging, whether they be individuals or nations," and what is more, he can appreciate those aging individuals who look on the changed scene with different eyes.

Wherever Hughes travels, he quite naturally notes the way he is accepted as a black man, for this has inevitably been a concern all his life. He does make clear that white-skinned people have no monopoly on prejudice. This book is more suitable for mature high school students with a considerable knowledge of history and geography.

Inouye, Daniel K. with Elliott, Lawrence. JOURNEY TO WASHINGTON. Prentice-Hall, 1967. 297 pages. $5.95.

Dan Inouye's story really began with a fire in the house of Wasaburo Inouye which wreaked havoc on the village of Yokoyama. The family was obligated for the staggering sum of $400.00 and so the eldest son went to Hawaii to earn money to pay this debt. The senator is his grandson.

Dan Inouye was 17 when the Japanese bombed Pearl Harbor. He became an adult almost overnight and like many other Nisei volunteered to fight for the United States. He served with the legendary 442nd Regimental Combat Team in Italy and France where he lost an arm. Inouye was recommended for the Congressional Medal of Honor and received the Distinguished Service Cross.

After his release from the Army, he became an attorney and entered local politics as a Democrat in the Territory which had been a Republican stronghold. His story is one of courage and devotion to the cause of helping all men regardless of color or creed. He works to eliminate prejudice, whatever the source, whoever the victims.

Jay, David, Editor. GROWING UP BLACK. William Morrow and Company, 1968. 256 pages. $6.50. Paper (Pocket Book) $.75.

Nineteen black Americans tell the poignant story of what it is like to grow up a black child in white America. Their experiences include those of a slave in the Deep South of the early nineteenth century, a sharecropper's son in the post Civil War period, and a fatherless child in a brutal Northern ghetto in the mid-twentieth century.

Many of the writers are now famous. Their stories are drawn from autobiographical works by Walter White, Daisy Bates, Will Thomas, Angelo Herndon, Elizabeth Adams, Isaac Jefferson, Frederick Douglass, Booker T. Washington, William D. Holtzclaw, James D. Corrothers, Ethel Waters, Gordon Parks, Bill Russell, Malcolm X, Claude Brown, J. Saunders Redding, Richard Wright, and Dick Gregory. All bear on the theme identified in the title and serve to stimulate further reading. The book is most suitable for high school though some selections could be read aloud to younger students. There is violence, both rape and lynching, but only an occasional obscene word.

King, Coretta Scott. MY LIFE WITH MARTIN LUTHER KING, JR. Holt, Rinehart & Winston, Inc., 1969. 372 pages. $6.95.

Mrs. Martin Luther King, Jr., describes her life with Dr. Martin Luther King, Jr. The book begins with the announcement of Dr. King as the recipient of the 1964 Nobel Peace Prize, the subsequent preparation for the award trip, and the Nobel Award Ceremony in Oslo. Using the flashback technique, Mrs. King discusses her childhood, her later courtship by Martin Luther King, Jr., and his leadership in the civil rights struggle after their marriage.

The book is written in a semi-documentary style and is recommended for high school students.

King, Jr., Martin Luther. STRIDE TOWARD FREEDOM. Harper, 1958. 230 pages. Paper $.75.

Martin Luther King, Jr., describes the events surrounding the Montgomery, Alabama, bus boycott, a situation which led to the Supreme Court decision outlawing segregated buses and made Dr. King a national figure.

Rosa Parks, a black woman, was jailed for refusing to relinquish her seat to a white man. This catalytic situation led to the first major united civil rights effort by the black people of Montgomery. Under Dr. King's non-violent leadership, Montgomery's black citizens successfully effected an economic boycott against the Montgomery Bus Company.

High School students will probably find Stride Toward Freedom Dr. King's most interesting book. It is recommended for grades nine through twelve.

Kroeber, Theodore. ISHI, LAST OF HIS TRIBE. Illustrated by Ruth Robbins. Parnassus Press, 1964. 208 pages. $4.17.

This story recreates the life of Ishi, a California Indian, and his family, the last of the Yahi tribe. By the time Ishi was ten years old, the tribe had been killed or driven from their homes in the foothills of Mt. Lassen by the white invaders of the gold rush. Unknown to the white man, this family hid in the canyons living on as best they could in the old Yahi way.

Through the simple, poetic language of Ishi, we come to know how his people lived. Ishi tells the story to the staff of the University of California's Museum of Anthropology and Ethnology and takes part in their work. Written by the daughter of a famous anthropologist, the story melds scientific objectivity with emotional insight creating a moving account. The book is provided by the State of California as a supplementary text in eighth grade history and geography.

Lee, Irvin H. NEGRO MEDAL OF HONOR MEN. Dodd, Mead and Company, 1967. 104 pages. $4.00.

This account of the personal lives of the black men who have earned the Congressional Medal of Honor was written by Master Sergeant Irvin H. Lee, a black man who has served as a military newspaper editor.

The first chapter gives the history of awards and medals in the services, beginning with the Purple Heart and continuing to the most valued of them all, the Medal of Honor. The story of each man includes a description of his home and background and action for which the medal was awarded. To assist the reader in understanding the magnitude of the bravery of these men, the author often describes the cited action within the larger reference of a particular engagement.

The incidents are historically correct so this work would be a vaulable reference for students of history. It can be read and enjoyed by students at all grade levels beginning with fifth grade.

Lester, Julius. TO BE A SLAVE. Dial, 1968. 156 pages. $3.95. Also in paper.

Black men and women who have themselves been slaves describe the horrors of slavery in the United States in vivid detail. Most of the text has been constructed from memories of ex-slaves. The sequence is historical, beginning in Africa and culminating with the Civil War and Emancipation. Seldom has this information been more effectively presented. Some accounts are in dialect; some are polished; all are moving indictments of slavery.

Malcolm X and Haley, Alex. THE AUTOBIOGRAPHY OF MALCOLM X. Grove Press, 1964. 460 pages. $7.50. (Paperback Edition, 1966, $1.25)

Malcolm X grew up in a ghetto. He discovered that there was almost no legal way for a black man to make a good living. His descriptions of crime in the first part of the book are vivid and underline the awful realities of growing up in the ghetto.

What makes the story so remarkable is Malcolm X's growth in character and in understanding of himself, his race, the white race, and his nation. He learned to read in prison and there joined the Black Muslims and became one of their leaders. His agonizing search for identity epitomizes the search of all black people. It is a painful and powerful document which makes clear why black people revere him so. He was, above all, a man.

White people need to read and understand what he has to say. The language is the language of the streets. Four letter words are common and sex is treated explicitly. Neither is used for sensational purposes. The book is appropriate for mature individual readers in senior high school who can discuss it with a teacher able to help them discover the central theme or message, the power of a human being to grow in wisdom and understanding.

Meltzer, Milton. LANGSTON HUGHES. Thomas Y. Crowell, 1968. 281 pages. $4.50.

This easy-to-read biography of Langston Hughes is written almost as if the author were sitting informally with the reader and telling a story. The author shows again and again how proud Hughes was to be black and how devoted he was to justice and truth. He quotes repeatedly from Hughes' writing and provides a comprehensive bibliography of his works. This biography should stimulate young readers to do more reading of the works of Langston Hughes and other writers of The Black Renaissance with whom he was associated. Useful in grades 7 through 12.

Morin, Raul. AMONG THE VALIANT. Borden Publishing Co., 1966. 280 pages. $5.00.

This is the first full-length factual account of the Mexican-American soldier in World War II and the Korean conflict to be written by a U. S.-born American of Mexican descent. This book should be assigned as individualized reading with the purpose of engendering a positive self-image for students of Mexican descent at the secondary level. Illustrations add interest. The style is factual, not literary.

Parks, Gordon. A CHOICE OF WEAPONS. Harper and Row, 1965, 1966. 274 pages. $6.95. Paper (Medallion Berkeley) $.75.

This autobiography of the prominent black photographer for Life magazine tells the story of a black man whose mother in his own words "had freed me from the curse of inferiority long before she died by not allowing me to take refuge in the excuse that I had been born black. She had given me ambition and purpose and set the course I had since traveled." Although he was very poor for many years and learned about prejudice firsthand in various menial jobs, as a pullman porter, in the CCC, and even as a photographer in World War II, he found the wisdom and courage to choose a weapon which in his hands has proved powerful but not violent. The story is told frankly and honestly so it inevitably includes sordid situations and language typical of human beings trapped in such situations. For mature readers.

Pauli, Hertha. HER NAME WAS SOJOURNER TRUTH. Appleton-Century-Crofts, 1962. 241 pages.

This is the true story of a woman born a slave who was to become known as Sojourner Truth, a pioneer in the struggle for human equality and dignity.

Mrs. Pauli vividly describes the conditions under which slavery existed in the North during the early 19th century. It was from this squalor and inhuman treatment that Sojourner Truth, placing her trust in God and His wisdom, began her fight for freedom over a century ago.

Once freed, she went to court and recovered her son who had been illegally sold in the South. She was successful in winning a slander suit against prominent whites--the first black woman to do so. To challenge segregation, she often boarded restricted buses in Washington. Her continued fight for recognition and rights for her people took her to all parts of the country and brought her in contact with top ranking government officials.

The story is a well-written study of a fearless crusader. It may be read by individuals or groups in grades 8-12.

Quarles, Benjamin, Editor. FREDERICK DOUGLASS. Prentice Hall, 1968. 184 pages. $4.95. Paper $1.95.

Benjamin Quarles has created a comprehensive profile of Frederick Douglass, one of the most remarkable black men in American history. The book begins with a short biographical sketch of Douglass, who was born a slave but attained incredible achievements.

A three-part division of the book follows the sketch. The first part entitled "Douglass Looks at the World" contains several excerpts from the personal writings of Mr. Douglass. The second part entitled "The World Looks at Douglass" is comprised of articles written by Douglas's contemporaries, some of which are critical in nature. Part three includes articles written by historians and is entitled "Douglass in History." This is a good book for the analytical student who is more interested in an in-depth study of Douglass, the man, rather than a cursory biography. It is recommended for grades ten through twelve.

Quarles, Benjamin, ed. NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE. Harvard University Press, 1960. $3.50. Paper $1.45.

The Narrative of the Life of Frederick Douglass, originally published in 1845, is the first of three autobiographies of Frederick Douglass, black abolitionist, statesman, and author. Douglass recalls his life as a child in slavery until the time of his final escape to freedom in Canada. Only a completely insensitive person can fail to be moved by his poignant description of a slave's life.

The Narrative of the Life of Frederick Douglass should be included in the reading program of every secondary school. It is quality literature, representative of the 1800's, and it provides lucid insight into the trauma of life within the "peculiar institution." The Narrative is also an excellent book for the creation of positive images. Students can be proud and inspired by the gargantuan achievment of black men like Frederick Douglass.

This edition includes a preface by William Lloyd Garrison and can be used for individual or general reading in both literature and social studies classes.

Russell, Bill as told to William McSweeney. GO UP FOR GLORY. Coward-McCann, Inc., distributed by Berkeley Publishing Corporation, 1966. 175 pages. $.75.

Although the book is easy reading, it is interesting to all young people because of Russell's humor and straightforward style. Russell is black and was one of the first of his race to play on a professional basketball team. His personality, humor, courage, and determination come through to the reader. Many young people, girls as well as boys, should find this account of Russell's search for identity absorbing reading.

Sams, Jessie. WHITE MOTHER. McGraw-Hill, 1957. 250 pages. $4.50.

This is a poignant autobiography of two young black girls who become the sole support of their invalid father when only ten years old. In desperation, the one girl goes to various homes of whites in Northern Florida until she finds a sympathetic woman who helps the girls by hiring them to do odd jobs around her house. The story traces the slow, patient manner in which the white woman helps the girls grow up and set worthwhile goals for themselves. The one girl marries ill-advisedly at fifteen but, seeing her mistake, eventually returns to school to become a nurse. The author stubbornly holds to her goal of becoming an elementary school teacher, eventually teaching in the Los Angeles City Schools. The ending is a tearful one. Girls in grades seven through ten will find the story appealing.

Sone, Monica. NISEI DAUGHTER. Little-Brown, 1953. 240 pages. $4.95.

This is an autobiography of a Japanese-American girl who grows up in Seattle and is interned in Idaho by the U.S. Government during World War II. Monica's father runs a modest hotel along the Seattle waterfront. His upstanding reputation is insufficient, however, to save his family from the internment imposed on West Coast Nisei. The book describes effectively the humble, barren life the Nisei endured in the camps. The book appeals to girls in both junior and senior high.

Steinbeck, John. TRAVELS WITH CHARLEY IN SEARCH OF AMERICA. Viking Press, Inc., 1962. $4.95. Paper $1.65.

Steinbeck decides to rediscover the America he has been writing about for so long. He tours America in a camper accompanied by Charley, a large poodle. His travels include experiences as varied as America itself--eating lobster in Maine, getting lost in New York, viewing the savage, unreasoning atrocities against small black children trying to attend schools recently desegregated, the beautiful and the ugly, richness and poverty--all food for reflection when he returns home. Suitable for high school.

Terasaki, Gwen. BRIDGE TO THE SUN. University of North Carolina Press, 1957. 260 pages. $4.95.

In 1931 a girl from Johnson City, Tennessee, met and married Hidenari Terasaki of the Japanese Foreign Office. This book tells the story of her life for the next twenty years. The majority of the chapters depict life in war-torn Japan during World War II. Despite shortages of food and housing, Gwen, her husband, and their daughter remain together.

This is her description of an alien living in an enemy country. The warmth and devotion of members of her family toward each other are the strong points of this charming book. The book will appeal to girls of high school age.

Thomas, Piri. DOWN THESE MEAN STREETS. Knopf, 1967. 317 pages. $5.95. Paper (Signet) $.95.

This autobiography is set in the mean streets of Spanish Harlem where every form of human depravity seems commonplace. Piri Thomas is rejected by his father because of his dark skin. He turns rebelliously to the street, which is a battleground where he earns his own rights. Piri fights, steals, becomes a drug addict, and finally goes to prison after shooting a policeman. He survives drug addiction and withdrawal, street combat, and the physical and mental degradation of prison.

The narrative ends when Piri Thomas is twenty-eight, free of prison, and determined to give his life a more meaningful direction. He has since become a lecturer and rehabilitation worker with junkies. His phenomenal triumph over odds should encourage mature young people of similar backgrounds to overcome the handicaps of their birth and environment. To young people whose backgrounds are similar to the author's, the explicit treatment of sex, and drug use and the profane language, street argot, and four-letter words would not be shocking. Suitable only for mature senior high students.

Wong, Jade Snow. FIFTH CHINESE DAUGHTER. Harper, 1945. 246 pages. $4.95.

In this autobiography of Jade Snow Wong, a Chinese American girl's problem of the "generation gap" is made more complex by the conflict of Western versus Oriental cultures. Her parents cling to the old-world Chinese values which necessitate strict obedience by the child to his parents, while Jade Wong craves the freedom of individualism that she sees reflected in the lives of her associates in San Francisco.

The story provides the reader with great insight into the everyday family life of Chinese Americans living in San Francisco during the period 1930 to 1945. The book would be useful in a social studies unit; it is recommended for ninth and tenth grade students.

Wright, Richard. BLACK BOY. Harper, 1945. 288 pages. $6.00. Paper $.95.

Black Boy tells the story of Richard Wright's formative years in the South. It is a painful autobiographical novel of one of the most important black writers of the present century. Richard Wright lived constantly with hunger, cruelty, hostility, and deprivation during his childhood. He was challenged by his family, his associates, and the white South to break his spirit. Finally, though not yet twenty-one, he headed North in search of a life that could be lived with dignity.

The story is skillfully written so that the reader walks, breathes, and suffers with the unfortunate black youth. Black Boy is an unforgettable book that graphically portrays the dehumanizing effect of discrimination in the deep South. It is recommended for upper-division high school students.

ESSAYS, LETTERS, AND SPEECHES

Adoff, Arnold, Editor. BLACK ON BLACK. Macmillan, 1968. $5.95.

The works of 23 black writers of prose fiction and non-fiction are sampled and so provide a basis for more extended reading. This anthology, developed especially for use with high school students, begins with Frederick Douglass' address "What to the Slave is the Fourth of July?" and concludes with selections from Kenneth B. Clark's Dark Ghetto, in which he quotes the cries of the ghetto. As the title indicates, black men speak on the experience of being a black person in American society. The language matches the starkness of that experience.

Baldwin, James. THE FIRE NEXT TIME. Dial Publishing Co., 1963. $3.95. Paper (Dell) $.75.

The Fire Next Time is an essay which indicts the American social system as a society structured to corral and limit the capabilities of its black citizens.

> You were born into a society which spelled out with brutal clarity, and in as many ways as possible, that you were a worthless human being. You were not expected to aspire to excellence: You were expected to make peace with mediocrity.

Mr. Baldwin continues the essay with a discussion of the psychological and economic factors which operate to handicap the black community. He emphasizes that Americans must work together to build a racially united nation or be destroyed by the ensuing turmoil.

Mr. Baldwin is a sensitive black author whose intent is to awaken the social consciousness of America. He is loyal to his country, but aware of its shortcomings - like a parent who fervently loves his wayward child. His essays are scholarly, literary works. Consequently, few, other than very mature senior high school readers, will be able to handle the complete essay. However, this is a brilliant, thought-provoking essay and for that reason deserves the attention of all those students whose reading level and maturity will enable them to cope with it.

Baldwin, James. NOBODY KNOWS MY NAME. Dial Publishing Co., 1961. $4.95. Paper (Dell) $.60.

Nobody Knows My Name is a powerful and probing kaleidoscope of introspective essays written by James Baldwin, one of the most influential black writers of the twentieth century. Mr. Baldwin angrily deplores repressive tendencies in American society. He accuses America of hypocrisy in proclaiming to be "the land of the free" while it systematically pursues a course of suffocation and relegation of its black citizens to a position of hopeless obscurity.

Mr. Baldwin reflectively analyzes his life as a child in the degenerate Harlem ghetto, and microscopically examines the black man's relationship to himself, his black brothers, and his white compatriots. Probably no other work of its kind written during the past twenty years has had the impact upon American thinking that Nobody Knows My Name has. It is recommended for accelerated high school seniors.

Breitman, George, Editor. MALCOLM X SPEAKS. Grove Press Inc., 1967. Paperback, $.95.

Malcolm X Speaks is a collection of speeches made primarily during the last year of his life. Some critics have claimed that his philosophy had changed shortly before his death. This collection of speeches, however, only slightly substantiates that claim. While his last speeches were somewhat more mellow in "tone" than his earlier speeches, his philosophy of apartheid and distrust of whites was still inherent throughout. Perhaps the "change" is attributed to the fact that he conceded in his last speeches that there were "some" good whites. Earlier, he claimed that "all" whites were devils.

The importance of Malcolm X's speeches does not lie in their literary merit, because he was not a literary person. Their value lies in the magnitude of the influence of his ideas upon the new generation of black people, an influence that has grown since his death.

Carmichael, Stokely and Charles V. Hamilton. BLACK POWER: THE POLITICS OF LIBERATION IN AMERICA. Random, 1967. $4.95. Vintage paperback $1.95.

Stokely Carmichael and Charles Hamilton have collaborated to produce an excellent commentary on racism in the United States. The authors raise hard questions which challenge long-standing values, beliefs, and institutions. The term "black power" and the need for black identity and unity is explored in depth.

> . . . Black people must redefine themselves, and only "they" can do that. Throughout the country, vast segments of the black community are beginning to recognize the need to assert their culture; to create their own sense of community and togetherness . . .

Carmichael and Hamilton continue the discussion with an analysis of individual and institutional racism from reconstruction to 1966. Written in a scholarly and unemotional style, the authors document the legislative, social, and economic factors that have operated to prevent black people from "pulling themselves up by their own bootstraps." It is recommended for accelerated upper-division high school seniors.

Ellison, Ralph. SHADOW AND ACT. Random House, 1953. $5.95. Paper (Signet New American Library) 1966, $.95.

This book is a collection of essays which have previously appeared in such periodicals as Antioch Review, Paris Review, Partisan Review, Esquire, and High Fidelity. They deal with the creative process in music and literature and reveal Ellison's views of his art, his country, and his race. To begin with, Ellison regarded himself as a musician. He is now recognized as one of the greatest black novelists and one of America's great twentieth century novelists.

This essay collection, which the New York Times Book Review called his "real biography," should be available in every high school library. His point of view needs to be heard. It is that a writer is a human being who chooses his ancestors. They are more important to him than his relatives, whom he does not choose.

Hoopes, Ned E., Editor. WHO AM I? ESSAYS ON THE ALIENATED. Paper (Dell Laurel Leaf Library), 1969. 286 pages. $.75.

The twenty-seven essays in this collection examine the many and varied kinds of alienation which afflict our modern world. Estrangement may be caused by being a member of a minority, being too young or too old, being among the most or the least talented, being criminal or insane. The essays seem to say that a depersonalized, mass society makes relatedness to others more and more difficult for virtually everyone.

Gabriel Fielding, Paul Goodman, Marya Mannes, Robert Coles, Eric Hoffer, Joseph Wood Krutch, Robert Weaver, and twenty other provocative prose writers are included in this book which is suitable for able young adult readers in the upper years of senior high school. Six of the essays deal with the alienation of racial, ethnic and economic minorities.

Killens, John Oliver. BLACK MAN'S BURDEN. Trident Press, 1965. Paper (Pocket Book), $.75.

Black Man's Burden is a penetrating essay on the subject of white supremacy in America. "We refuse to look at ourselves through the eyes of white America;" writes John Oliver Killens, "when we advocate freedom, we mean freedom for us to be black, brown, and you to be white and yet live together in a free and equal society." Mr. Killens elaborates eloquently on the theory that the black man's burden is to attain the manhood so long denied to him, by whatever means necessary, and rid himself, forever, of the "nigger" image.

John Oliver Killens' writing style is simple and straightforward. Black Man's Burden can be easily understood by most high school readers, and would be an excellent substitute on the subject of racism for those students whose reading level will not allow them to cope with writers like James Baldwin.

Teague, Bob. LETTERS TO A BLACK BOY. Walker and Co., 1968. 211 pages. $4.50.

The author, a news broadcaster seen nightly on NBC, addresses these letters to his infant son, Adam. They are designed to be read by the boy when he is older and must face both overt and covert discrimination in the world of Mister Charlie. The analysis of prejudice is penetrating but the humanity of the author pervades the book.

One letter especially pinpoints the issue--the necessity for black people to overcome their basic distrust and hostility toward whites and the necessity for white people to overcome old habits: responding to myths about black folk instead of responding to the individual black person they happen to be facing.

Each letter can be read independently. Teachers of both social studies and English might well select letters to read aloud to younger students who lack both the reading skill and maturity to read and understand the entire book by themselves. Four letter words are infrequent and natural in the context where they appear.

Wormley, Stanton L. and Lewis H. Fenderson, Editors. MANY SHADES OF BLACK. Morrow, 1969. 388 pages. $7.95.

Forty-two American black people who are prominent in civil rights and social action, the arts, science, business, sports, the ministry, foreign affairs, and various other vocations tell about their struggles, work, beliefs, and hopes. Their voices are not those of violent revolutionaries, but they are adamant and unanimous on one point: they demand full human status for black people. Each in his unique way tells how it has been and is for an individual to grow up black in white America. Wormley is academic vice-president of Howard University and Fenderson a professor of English at the same university. The book is suitable for high school.

ANTHOLOGIES

Chapman, Abraham, BLACK VOICES. New American Library - Mentor, 1968. 718 pages. $1.50.

This anthology is comprehensive and balanced. The editor was a pioneer in alerting Americans to the rich and varied body of literature created by black Americans by preparing the bibliography entitled THE NEGRO IN AMERICAN LITERATURE, now available from the National Council of Teachers of English. He has written a valuable introduction which traces the development of black literature in this country.

Part One samples the fiction of Charles W. Chesnutt, Jean Toomer, Rudolph Fisher, Arna Bontemps, Langston Hughes, Richard Wright, Ann Petry, Ralph Ellison, Frank London Brown, Paule Marshall, and Diane Oliver. Autobiographical selections by Frederick Douglass, James Weldon Johnson, Richard Wright, J. Saunders Redding, James Baldwin, Arna Bontemps, Malcolm X, and Stanley Sanders make up Part Two. Poets represented include Paul Lawrence Dunbar, W. E. B. DuBois, James Weldon Johnson, Fenton Johnson, Claude McKay, Jean Toomer, Countee Cullen, Melvin B. Tolson, Frank Horne, Sterling A. Brown, Arna Bontemps, Langston Hughes, Frank Marshall Davis, Richard Wright, Robert Hayden, Owen Dodson, Margaret Walker, Gwendolyn Brooks, Dudley Randall, Lerone Bennett, Jr., Lance Jeffers, Naomi Long Madgett, Mari Evans, and LeRoi Jones.

Of special importance for classes in black literature are papers of literary criticism by black writers. These include W. E. B. DuBois, Alain Locke, Richard Wright, Sterling A. Brown, James Baldwin, Arthur P. Davis, J. Saunders Redding, Langston Hughes, Blyden Jackson, John Henrik Clarke, Richard G. Stern, Dan Georgakas, Sterling Stuckey, Darwin T. Turner, George E. Kent, and Clarence Major.

A cursory look at the Table of Contents underlines the fact that artists created in several genre. A bibliography of their works is basis for further study in depth of individual authors.

Emanuel, James A. and Theodore Gross, Editors. DARK SYMPHONY; NEGRO LITERATURE IN AMERICA. Free Press, 1969. 604 pages. $8.95. Paper $4.95.

This anthology includes essays, poems and short stories by black writers. There are informative and comprehensive introductions to the three major periods of Negro literature and particular introductions to each author. "Early Literature" includes works by Frederick Douglass, Paul Laurence Dunbar, and W. E. B. DuBois. The period of "Negro Awakening" contains selections by James Weldon Johnson, Alain Locke, and Sterling Brown. "Contemporary Literature" features Robert Hayden, James A. Emanuel, and Leroi Jones. A special section, "Major Negro Authors," includes works by Langston Hughes, Richard Wright, Ralph Ellison, and James Baldwin.

The anthology may be used as a basic text at the college level or with advanced high school students. It would be a valuable addition to a library collection of literature by black writers.

Romano-V, Octavio I., Editor. EL ESPEJO--THE MIRROR. Quinto Sol, 1969. $2.95. 241 pages.

This collection is the only anthology of Mexican-American literature in print at this time. It includes short fiction, poetry, and a scenario for a screen play. Some selections are offered in both Spanish and English, and Spanish words and phrases are sometimes part of a poem in English. Eleven contemporary authors are represented. One is a bricklayer, five are teachers, and several are students in such disciplines as anthropology and sociology. A number of their works reflect directly the experience of Mexican-Americans in this country--discrimination, problems with law enforcement agencies, life in the barrio and migrant labor camp.

There is great variety in writing style but many works share the characteristic of highly figurative language. The title itself is figurative; the mirror is the Mexican-Americans themselves. The quality of writing varies but all selections deserve and require careful attention.

Teachers will need to read the book thoughtfully and choose those selections appropriate for their students. Only mature, very capable readers would understand and appreciate some of these works.

Schulberg, Budd, Editor. FROM THE ASHES: VOICES OF WATTS. New American Library, 1969. $5.95.

Eighteen members of the Watts Writers Workshop contributed the poetry, essays, short stories, and plays which make up this collection. These works tap a new vein of material as they seek "to tell it like it is" and also "why it is." There is not an established theme in the ordinary sense. The circumstances of the Los Angeles riots of 1965 and the ensuing efforts of the editor are the thread of connection.

One of the voices belongs to Jeanne Taylor, not from Watts, who speaks for the black middle class who are "making it"--almost. Two novels in progress--James T. Jackson's Shade of Darkness and Harley Mims' Memoirs of a Shoe Shine Boy--are sampled. Blossom Powe's short story, "Christmas in the Ghetto" is sheer tenderness.

Mr. Schulberg tells in the introduction how he began by encouraging the writers to express themselves and to let content determine form. The amount of quality writing which emerged is a tribute to his approach. The book provides a much needed showcase for contemporary black writers, many of whom had never published a line before this.

From the Ashes includes language and situations which reflect the raw violence of ghetto living. It is most appropriate for able, mature readers in the upper division of senior high school.

APPENDIX A

A BIBLIOGRAPHY FOR TEACHERS

The books listed below provide information essential to an understanding and perception of the underlying sociological and psychological factors which affect the lives of members of the minority groups represented in this bibliography. Starred items are annotated in greater detail in the bibliography; they provide a good starting place for teachers who have not read widely on the subject.

Allport, Gordon W. THE NATURE OF PREJUDICE. Doubleday Anchor Books, Garden City, 1958. A comprehensive study of the origin and nature of prejudice.

*Baldwin, James. THE FIRE NEXT TIME. Dial Publishing Company, 1963. A discussion of the economic and psychological factors which operate to handicap the black community.

Bennett, Lerone, Ed. BEFORE THE MAYFLOWER: A HISTORY OF THE NEGRO IN AMERICA 1919-1964. Revised Ed. Penguin Books, 1966. 435 pages. A history of the trials and triumphs of black people from the time of the great empires of Africa through the Martin Luther King era.

Bone, Robert A. THE NEGRO NOVEL IN AMERICA. Revised. New Haven: Yale University Press, 1965. $7.50. Paper $2.25.

*Bontemps, Arna. BLACK THUNDER. Beacon, 1936. 224 pages. Available in paperback. A novel based upon Gabriel Prosser's leadership of the unsuccessful slave insurrection which transpired in Richmond, Virginia, in 1800.

Cahn, Edgar S., Editor Citizens Advocate Center. OUR BROTHER'S KEEPER: THE INDIAN IN WHITE AMERICA. New Community Press Book, Distributed by World Publishing Company, 1969. A simple and direct treatment of facts and figures about the contemporary Indian in the United States.

*Carmichael, Stokely & Charles V. Hamilton, BLACK POWER: THE POLITICS OF LIBERATION IN AMERICA. Random, 1967. A commentary on racism in the United States. The term "black power" is explored in depth.

Chapman, Abraham. THE NEGRO IN AMERICAN LITERATURE. Oshkosh, Wisconsin: Wisconsin Council of Teachers of English, 1966. $2.00. A comprehensive bibliography of literature by and about Negro Americans and including relevant titles in the social sciences.

Clark, Kenneth B. DARK GHETTO: Dilemmas of Social Power. Harper Torchbooks, New York, 1965. A study of the social, psychological and political factors that impinge upon the black community.

Davis, John P. THE AMERICAN NEGRO REFERENCE BOOK. Prentice-Hall, Inc., 1966. A compendium of historical information relating to black Americans.

Dodds, Barbara. NEGRO LITERATURE FOR HIGH SCHOOL STUDENTS. Champaign, Illinois: National Council of Teachers of English, 1968. $2.00. A bibliography with suggestions for use of literature in thematic units and for integrating black literature in courses on American literature.

Girdner, Audrie and Anne Loftis. THE GREAT BETRAYAL-THE EVACUATION OF THE JAPANESE AMERICANS DURING WORLD WAR II. New York: Macmillan Co., 1970.

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APPENDIX B

SUGGESTIONS FOR THEMATIC UNITS

This outline is reproduced from the Proposed Table of Contents for the Fifth Edition of READING LADDERS FOR HUMAN RELATIONS with the permission of Miss Virginia Reid, Chairman, READING LADDERS FOR HUMAN RELATIONS Committee, National Council of Teachers of English.

I. Creating a Positive Self-Image
   - A. Recognizing strengths and weaknesses, special talents, and unique aptitudes as well as physical, mental, and emotional disability.
   - B. Growing into maturity; acceptance of self. (Books dealing with drugs and sex included.)
   - C. Identifying with one's heritage (family).
   - D. Developing personal values.

II. Living with Others
   - A. Family relationships, family patterns (father and son, single-parent siblings, and any other patterns), interdependence among members.
   - B. Friendships.
   - C. Peer relationships (life in gangs, clubs, school).
   - D. Relationships with others (could include orphans and foster children, also the roles of persons outside the family such as teachers, police, etc.).
   - E. Alienation and rejection, conflicting values, generation gap.

III. Appreciating Different Cultures or Appreciating Our Pluralistic Society
   - A. Ethnic
   - B. Religious
   - C. Regional
   - D. World

IV. Coping with Change
   - A. Personal
     1. Adjustment to new situations (birth, death, divorce).
   - B. Social and Economic
     1. Problems of urbanization, neighborhood living patterns--community patterns.
   - C. Political (The Body Politic)
     1. Participation in local affairs and national government movements, institutions, police, housing, transportation, community facilities, conservation, recreation, health, schools.
     2. Effects of technology, rights and responsibilities, police and law enforcement.
     3. World problems and politics, war and peace, population and food supply, underdeveloped nations, the "One-World" concept.